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**Psychological Warfare Division**

**The George Washington University  
HUMAN RESOURCES RESEARCH OFFICE  
operating under contract with  
THE DEPARTMENT OF THE ARMY**

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⑨ Staff Memorandum

⑥ PSYCHOLOGICAL WARFARE JOB REQUIREMENTS AND TRAINING:  
AN EVALUATION OF THE  
PSYCHOLOGICAL WARFARE SCHOOL CURRICULUM,

⑩ Lawrence Schlesinger and Harriet Beckwitt,

Approved, June 1956:

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The George Washington University  
HUMAN RESOURCES RESEARCH OFFICE  
operating under contract with  
THE DEPARTMENT OF THE ARMY

August 1956

Task PSYJOB  
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Composition of the Research Team

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The PSYJOB research was conducted while Dr. Carleton F. Scofield was Director of Research, Psychological Warfare Division.

## CONTENTS

	Page
SUMMARY AND CONCLUSIONS	
The Problem. . . . .	1
Method . . . . .	1
Findings . . . . .	2
Conclusions and Recommendations. . . . .	4

### Chapter 1

#### INTRODUCTION

The Problem . . . . .	7
The Approach. . . . .	8
The Limitations of the Study. . . . .	9

### Chapter 2

#### CURRICULUM TOPIC RATINGS

Procedures. . . . .	11
Interviews . . . . .	11
Construction of the List of Topics for Rating. . . . .	12
Selection of the Raters. . . . .	13
Administration of the Topic-Rating List. . . . .	14
Determination of Job Categories of Raters. . . . .	15
Analysis of Data . . . . .	16
Findings. . . . .	17
Limitations of the Data. . . . .	17
Comparison of the Ratings by the Four Job Groups . . . . .	17
Topics Rated "Most Important". . . . .	18
Topics Rated "Least Important" . . . . .	23
Conclusions . . . . .	24

## Chapter 3

## CURRICULUM CONTENT ANALYSIS

Methods and Procedures. . . . .	26
Development of Job-Behavior	
Categories. . . . .	26
Analysis of Curriculum Content . . . . .	29
Results . . . . .	32
Distribution of Job Activities . . . . .	32
Relationships Between Job Activities	
and Curriculum Content. . . . .	33
Conclusions . . . . .	39
Background Information . . . . .	40
The USSR Area Study. . . . .	41
Organizational Information . . . . .	43
Research Methodology . . . . .	44

## Chapter 4

## SELECTED CRITICAL JOB ACTIVITIES

Identifying Psychological Warfare	
Vulnerabilities. . . . .	48
Selecting Targets . . . . .	50
Specifying Target Responses Desired . . . . .	52
Providing Psychological Staff Advice. . . . .	54
Ensuring Conformity to Planning Directives. . . . .	56
Utilizing Indigenous Personnel. . . . .	57
Aspects of Use of Indigenous	
Personnel . . . . .	59
Interrogating Prisoners of War. . . . .	66

Appendices		Page
A	Curriculum Topics Rated by Respondents	71
B	Descriptive Data on Military Rating Personnel	80
C	Classification of Raters According to Job Group	82
D	Mean Topic Ratings	84
E	Topics Rated "Most Important"	99
F	Topics Rated "Least Important"	105
G	Classification of Job Activities and Curriculum Content	109
H	Percentage Distributions of Job Behaviors and Curriculum Material	134

#### TABLES

Tables		Page
1	Raters' Length of Service and Background in Psychological Warfare.....	14a
2	Relationships Between Ratings by the Four Groups .....	18
3	Agreement Among the Job Groups Upon "Most Important" and "Least Important" Topics .....	19
4	Percentage Distribution of Job Activity and Curriculum Material Among the Content-Analysis Categories.....	32

**PSYCHOLOGICAL WARFARE JOB REQUIREMENTS AND TRAINING:  
AN EVALUATION OF THE  
PSYCHOLOGICAL WARFARE SCHOOL CURRICULUM**



## SUMMARY AND CONCLUSIONS

### 1. The Problem

a. ~~The~~ The study reported ~~here~~ developed from the need of the Office of the Chief of Psychological Warfare, Department of the Army, to evaluate the in-service training program for psychological warfare officers conducted at the Army Psychological Warfare School. The immediate task was to examine the relevance of the ~~Psychological Warfare School~~ <sup>school's</sup> program of instruction to requirements for proficient performance in the field.

b. The essential questions posed by the research task were: Which areas of the present program of instruction are significantly related to the knowledge and skills required for the effective performance of psychological warfare duties, and which areas appear to bear little relationship to effective performance? Conversely, are there areas of job need for which no provision is made in the curriculum? The study endeavors to provide responsible authorities with information to assist them in evaluating the curriculum and making appropriate practicable modifications.

### 2. Method

a. Two criteria were used to assess the relevance of the Psychological Warfare School curriculum content to performance requirements:

(1) Experienced psychological warfare personnel in Korea and Japan rated the importance to their own job performance of each of a comprehensive list of curriculum topics. Fifty ratings were

obtained for each of 105 topics on a four-point scale ranging from "Invaluable for performing my job" to "Of little or no value."

(2) The pattern of the School curriculum--the nature of the topical coverage and the relative emphases--was compared with descriptions of required job behavior. The content of the instructional materials was analyzed in terms of categories of job behavior developed from Army job descriptions and available research studies.

b. In addition, on the basis of interviews with 97 persons active in psychological warfare jobs in the Far East and of other research studies, seven critically important areas of job activity were selected for more intensive qualitative appraisal of the job needs, the content of the curriculum material judged to be relevant to those needs, and the implications for adequate training.

### 3. Findings

a. The rating of 105 Psychological Warfare School curriculum topics by experienced psywar personnel in the Far East showed little agreement among four job groups (plans and policy, intelligence, propaganda preparation, and operations) as to what they believed to be of great or little value to the proficient performance of their jobs. The man's job determined his estimate, for in general he rated as most valuable those topics most closely related to his own duties.

b. Operations personnel differed most sharply from the other groups in their rating of School topics as "Important." Their job needs appear to be quite unlike those of the other groups.

c. Content analysis of the School instructional materials

reveals a general proportionate relationship between job needs and curriculum coverage. There are certain qualifications to this finding:

(1) More than half the curriculum (57%) deals with topics which, by the method of analysis used in this study, are not directly job-related, but are classified as "background" (34%) and "organization" (23%) information. The utility of some of the background information appears to be questionable, on the basis of both the topic ratings and the more intensive interviews with experienced personnel in the Far East.

(2) The USSR area study as presented in the School appears to occupy a larger proportion of time in the training program than is justified because it limits itself to a particular area in face of the need for a broader consideration of the general values that govern Communist outlook.

(3) Of the almost one-fourth of the curriculum devoted to organizational information, only the material on Army psychological warfare staffs and units was generally considered useful. Information on intelligence organizations was considered important only by intelligence personnel, and none of the respondents considered material on organization for military government, guerrilla warfare, or other related activities important.

(4) Relative to the job needs for such knowledge, the School curriculum seems to be heavily weighted with instruction in research methodology, particularly in propaganda analysis.

d. Although interviews and the psychological warfare literature reveal the use of indigenous personnel and the interrogation of prisoners of war to be critically important areas of job activity, the School curriculum does not attempt to prepare the psywar officer to deal with the problems they present.

#### 4. Conclusions and Recommendations

a. Within the limits imposed by operating policies, available resources, and other practical problems of curriculum change, the following implications of this study might profitably be considered:<sup>1</sup>

(1) Inasmuch as different knowledge and skills are necessary for different psywar jobs, no one curriculum is likely to provide satisfactorily for all job groups. The course can effectively be directed, however, at the objective of giving broad training to a reservoir of men to tap for most psywar slots in the event of mobilization. This would mean that training in the detailed operations of psywar may be left to on-the-job training.

(2) Some consideration should be given to the fact that the job needs of operations personnel appear to be quite unlike those of the other job groups.

(3) The finding that a third of the curriculum is devoted to "background" information is difficult to evaluate. The fact that such information is not perceived as directly job-related does not preclude its being highly relevant. Moreover, this

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<sup>1</sup> The curriculum of the Psychological Warfare School has been frequently reviewed and revised. Some of the implications of this study may already have been implemented since the research was initiated.

result may be a function of the classification system used in the analysis. Nevertheless, topics in the curriculum classified as "background" information should be carefully scrutinized in terms of their relevance to job performance, the mission of the School, the availability of such information elsewhere, and the instructional time and resources available.

(4) Consideration should be given to a shift of emphasis in the conduct of the USSR area study to stress (a) the generic features of Communist control and their influence on social behavior, and (b) the need for, and the methods by which one puts together, a picture of an enemy society and culture.

(5) The utility of the instructional material devoted to purely descriptive accounts of organizations needs to be carefully evaluated. It should be remembered, however, that the raters were operating in the Far East; in other situations this type of "contingency information" might be judged of greater value.

(6) Psychological warfare job activities do not require the training in details of research methodology which is now provided extensively in the School curriculum.

(7) In the training program of the School greater attention should be devoted to preparing the psychological warfare officer for the importance and inevitability of using indigenous personnel in his operations and for meeting the problems which the use of such personnel creates.

(8) The very high value which experienced men in the field place upon intelligence derived from the interrogation of prisoners of war suggests that increased attention should be devoted to preparing the psychological warfare officer either to conduct such interrogations himself or to utilize MIS more effectively in order to acquire the needed intelligence from this source. The degree of research understanding implied by this statement is, however, not extensive.

## Chapter 1

### INTRODUCTION

#### THE PROBLEM

The study reported here constituted a first step in a proposed program of research to ascertain what is essential and appropriate training for the tasks assigned to Army psychological warfare personnel, and how and where such training may be provided.<sup>1</sup> It developed from the desire of the Office of the Chief of Psychological Warfare, Department of the Army, to evaluate the in-service training program for psychological warfare officers conducted at the Army Psychological Warfare School.<sup>2</sup>

The immediate task was to examine the relevance of the Psychological Warfare School program of instruction to requirements for proficient performance in the field, and thereby provide responsible authorities with information to assist them in

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<sup>1</sup>IDF, OC/PsyWar, to ACoFS, G-1, Human Relations Research Branch, dated 8 July 1952; letter, OC/PsyWar, to ACoFS, G-1, HRRB, dated 20 October 1952.

<sup>2</sup>The first formal school to provide training in military propaganda was organized at Fort Riley, Kan., at the Army General School. In October 1952 the Psychological Warfare School was established at its present location in the Psychological Warfare Center, Fort Bragg, N.C., by D/A Order No. 92. The primary mission of the School, as described in its Guide for Staff and Faculty, is "to prepare selected individuals of the Army to perform those psychological warfare and special forces duties which they may be called upon to perform in war." The objective of the Psychological Warfare Officers Course is "to train selected officers for assignment to psychological warfare staffs and operational units; to develop in officers an understanding of the nature and employment of propaganda in combat and to acquaint them with organizations, methods, and techniques for the conduct of propaganda in the field." This eight-week course provides officer graduates with MOS 9305, qualifying them for assignment to psychological warfare staffs and units.

evaluating the curriculum and making appropriate modifications.

## THE APPROACH

The essential questions posed by the research task were these:

Which areas of the present program of instruction contribute significantly to the acquisition of the knowledge and skills required for the effective performance of psychological warfare duties?

Which areas bear little relationship to effective performance?

Are there areas of job activity for which the curriculum does not provide?

Two criteria were developed to assess the relevance of curriculum content to performance requirements:

(1) Experienced psychological warfare personnel rated the importance to their own job performance of each of a comprehensive list of curriculum topics. The ratings were obtained during on-the-job interviews with personnel in Japan and Korea. The procedures employed in selecting the topics and raters and conducting the rating interviews are described in Chapter 2.

(2) The pattern of the School curriculum--the nature of the topical coverage and the relative emphases--was compared with descriptions of required job behavior. The curriculum pattern was determined by a content analysis of instructional materials. Categories for the analysis of required job behavior were developed from a study of Army job descriptions and from unpublished data collected by the Operations Research Office in a study of psychological warfare operations in Korea. The



procedures employed in comparing the curriculum pattern with job requirements are described in Chapter 3.

Use of these two criteria provided estimates of the adjudged value of the various School topics for job performance, and of the relative emphasis given in the curriculum to topics relevant to different job activities. This procedure does not, however, determine the adequacy of the content of the relevant materials a, preparation for specific job activities. As a third approach, therefore, a few critically important job activities were selected for more intensive study, both of the required job behavior and of the curriculum content estimated to be most relevant to the performance of those activities. These analyses are presented in Chapter 4.

#### THE LIMITATIONS OF THE STUDY

Certain limitations were imposed upon the study by the nature of the problem, the methods and subjects used, and the resources available. They should be kept in mind as the report is read:

(1) Ambiguity and disagreement prevail both within and without the armed services as to the mission of military psychological warfare. It is a new weapon; there is little knowledge of its capabilities and limitations, and almost no understanding of its relations to other weapons. For research in psychological warfare training, therefore, objective standards of accomplishment or performance are hard to define and equally hard to evaluate.

(2) Examination of training content dealt only with the written instructional material used at the School.

(3) Field work was conducted exclusively among personnel whose only experience in psychological warfare was in the Korean conflict. A thorough scrutiny of reported World War II experience was made, to broaden the base of the study, but the findings are no doubt biased to some extent by the special experience and problems of psychological warfare in Korea.

(4) The approach is exploratory and is intended to do no more than reveal to those responsible for curriculum development certain problem areas, apparent discrepancies between curriculum and significant aspects of job performance and points where further evaluation seems to be indicated.

## Chapter 2

### CURRICULUM TOPIC RATINGS

All available personnel in Army psychological warfare assignments in Japan and Korea in early 1954 were interviewed about their job requirements and their opinions of the adequacy of the training provided to meet those requirements. Forty-seven of those interviewed actually rated the importance to their jobs of each of 105 training topics. These ratings provided a basis for (1) estimating the relative importance of each topic to personnel in four different types of assignment and (2) determining the particular kinds of information which appear to be needed by each job group.

### PROCEDURES

#### Interviews

Interviews were conducted in Japan and Korea with 97 persons active in psychological warfare jobs, military and civilian, in AFPE. The interviews were informal and unstructured, varying in length and degree of probing. They dealt with the problems each man was meeting in his particular job, his opinions about training needs, and his comments about psychological warfare in general.

No detailed quantitative analysis was made of the general information and comments obtained in the interviews. A qualitative survey of this material, however, provided information

which is cited from time to time throughout this report in support of or in elaboration of other findings.

#### Construction of the List of Topics for Rating

A list of all topics described in outlines of the School's Program of Instruction<sup>1</sup> was prepared. To this preliminary list were added other topics representing skills or information of possible value mentioned in the literature on psychological warfare; topics added in this way accounted for 15 per cent of the final list. The composite list was then refined by eliminating duplicate items and combining related topics. Each topic was worded as briefly as possible and expressed in terms familiar to the raters.

A total of 105 topics remained in the final list<sup>2</sup> enough to provide adequate coverage of psywar skills and knowledge, but not too many for efficient administration to respondents. The topics fell into 10 general categories:

	<u>Number of Items</u>
Psywar History and Concepts	5
Psywar Media	8
Organizational Information	6
Psywar Operations	8

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<sup>1</sup>The Program of Instruction includes descriptions of the subject matter presented and the number of hours involved, along with certain other miscellaneous information.

<sup>2</sup>See Appendix A for complete list.

Psywar Planning	24
Psywar Intelligence	24
Propaganda Preparation and Production	7
Propaganda Reproduction	5
Propaganda Dissemination	5
The Social Sciences	13

#### Selection of the Raters

Not all psywar personnel interviewed were asked to rate the curriculum topics. Indigenous personnel, G-2 and Air Force officers, and certain other respondents were excluded because their backgrounds, the nature of their jobs, or the length of their experience did not render them sufficiently qualified to provide ratings. Forty-seven raters were finally selected: 25 officers, 11 American civilians, and 11 enlisted men (NCO's performing officer-level jobs).

These raters were experienced in planning and executing psywar operations and were quite knowledgeable about psychological warfare in general.<sup>3/</sup> All but four reported at least a year of military psychological warfare experience, and over a third had been in such jobs for more than two years (see Table 1). Most of the raters had had previous training or experience in fields related to psychological warfare, such as journalism, advertising, radio, commercial art, public relations,

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<sup>3/</sup> Data concerning the military members of the rating group are presented in Appendix B.

military government, CIA&E, or intelligence. Of the 25 officers in the rating group, 17 had attended a Psychological Warfare School--Fort Riley, Fort Bragg, or Georgetown University.<sup>1</sup>

Insert Table 1 about here

Each respondent was instructed to rate the 105 topics from the point of view of the job he then held or the job in which he had had most experience. Three officers who reported equally extensive experience in two different jobs were asked to provide two separate sets of ratings. Thus a total of 50 sets of topic ratings were obtained from the 47 subjects.

#### Administration of the Topic-Rating List

The 105 curriculum topics to be rated were listed separately on 3 x 5 cards. To ensure clarity, the broader or more complex topics were "spelled out" on the reverse side of the card. The rater was asked to distribute these cards among four piles labeled as follows:

<sup>1</sup>From February 1951 until August 1952 Georgetown University offered two 14-week training programs in psychological warfare, one in the Graduate School and the other at the Institute of Languages and Linguistics, a part of the University's School of Foreign Service. The programs were designed for Air Force psychological warfare personnel but were attended by Army officers as well. The courses were not conceived as operational or tactical in character, but designed to make students aware of the importance and scope of psychological and ideological warfare, to clarify their thinking on the problems involved, to stimulate their motivation and interest in the field, to provide data and orientation for a better understanding of their present and eventual tasks, and to introduce them to actual practices and methods of psychological warfare.

Table 1  
RATERS' LENGTH OF SERVICE AND BACKGROUND  
IN PSYCHOLOGICAL WARFARE

Raters	Months of Psywar Service a/				Background Related to Psywar		Total Number
	3-11	12-23	24-35	36+	Some	None	
Officers	1	14	8	2	16	9	25
Enlisted men	3	6	2	0	10	1	11
Civilians (U.S.)	0	6	0	5	9	2	11
Total	4	26	10	7	35	12	47

a/ Exclusive of time spent in psywar school.

- A - Invaluable, absolutely necessary for performing my job adequately
- B - Of considerable value for performing my job adequately
- C - Of some value for performing my job adequately
- D - Of little or no value for performing my job

In his preliminary remarks, the interviewer indicated that the subject was being asked to judge the usefulness of some training topics for the man who would replace him on his job. After the respondent had sorted all the cards and reviewed his choices, the rating he assigned each topic was recorded on his interview form. This served as a point of departure for the interview.

#### Determination of Job Categories of Raters

As indicated above, the raters reflected experience in a wide range of psychological warfare jobs. For purposes of data analysis they were classified in four job categories. Individual raters were assigned to job groups on the basis of their job titles, or of the interview if the latter revealed the actual nature of the job to be different from that which the title suggested. The final rating group was distributed as follows: plans and policy personnel, which included commanding officers, 9; intelligence personnel, 15; propaganda preparation personnel, 17; and operations personnel, 9. The job titles included in each category are listed in Appendix C.



### Analysis of Data

The data consisted of the 50 separate ratings provided for each of the 105 curriculum topics. To discover which topics were considered most and least important by each of the job groups, an arbitrary weight was assigned to each of the four rating categories; an "average rating" by each job group was then computed for each topic, as illustrated below.

#### TOPIC NO. 3: CONCEPT OF PROPAGANDA

##### RATINGS ASSIGNED BY INTELLIGENCE PERSONNEL (N:15)

Rating	Weight	Frequency of Assignment	Weight x Frequency	Mean Rating
A - Invaluable	4	7	28	3.4 (15/51)
B - Considerable value	3	7	21	
C - Some value	2	1	2	
D - Little value	1	0	0	
		15	51	

A rank order of the topics according to their mean ratings was prepared for each job group and for the entire group. In each of these rank-order lists the top 21 topics were designated as "most important," the bottom 21 topics as "least important." The rank-order lists are presented in Appendix D.<sup>5/</sup>

<sup>5/</sup>The ratings for all 105 topics are given for the entire group; for the individual job groups, only the "most important" and "least important" topics are listed.

## FINDINGS

### Limitations of the Data

Inferences drawn from the analysis of curriculum topic ratings must be viewed in the light of the following limitations, in addition to those inherent in all rating operations:

(1) The small size of the rating group makes it impossible to examine statistically the significance of differences in ratings.

(2) Equal distance was assumed from one point on the rating scale to the next--that is, the difference between "invaluable" and "of considerable value" was treated as equivalent to the difference between "of considerable value" and "of some value." Any other weighting would have been equally arbitrary, but might have changed the rank order of the topics.

(3) The rating group contained a high proportion of theater-level personnel, which may have resulted in overestimation of the importance of broader planning and operational topics.

(4) To the extent that Far East Command psychological warfare operations were atypical, low ratings may indicate only that those topics covered activities or problems that were seldom or never encountered in Korea.

### Comparison of the Ratings by the Four Job Groups

The direction and degree of relationship between the ratings by the four groups is shown in Table 2. It is clear that the job groups are largely independent of each other in their evaluations of the curriculum topics. The number of raters in each group is

too small to invite confidence in any apparent pattern of relationship between groups, but the correlations do suggest that the plans and policy group agrees, and the operations group disagrees, with other groups to a greater extent than does any other single group.

Table 2

RELATIONSHIPS BETWEEN RATINGS BY THE FOUR JOB GROUPS  
(Correlation Coefficients)

Job Groups	<u>r</u>
Plans and Policy - Intelligence	.312
Intelligence - Propaganda Preparation	.305
Plans and Policy - Operations	.273
Plans and Policy - Propaganda Preparation	.265
Propaganda Preparation - Operations	.014
Intelligence - Operations	-.407

Topics Rated "Most Important"

There was little agreement among the four job groups as to the relative importance of the curriculum topics. No topic was rated in the top 20 per cent by all four groups; only three topics were rated in the bottom 20 per cent by all groups (see Table 3). Three job groups agreed on seven topics as being in the "most important" category and on three topics as "least important." Of the seven topics rated "most important" by three groups, six were considered

important by all except operations personnel; intelligence was the dissenting group on the seventh.

Operations personnel evaluated the topics most independently of the other groups: 15 of the 21 topics most important to that group were not considered of top importance by any other group. Conversely, plans and policy personnel rated the topics least independently: 15 of the topics most important to that group were considered very important by one or more of the other groups.

Table 3

AGREEMENT AMONG THE JOB GROUPS UPON  
"MOST IMPORTANT" AND "LEAST IMPORTANT" TOPICS

Number of Groups	Number of Topics Agreed Upon	
	"Most Important"	"Least Important"
Four job groups	0	3
Three job groups	7	3
Two job groups	9	19
One job group only	45	25
Total	61	50

Topics Agreed Upon as Important

The topics rated "most important" by three out of the four job groups, by two groups only, and by each group alone are listed in Appendix E. The areas of agreement are summarized in the following paragraphs.

Plans and policy, intelligence, and propaganda preparation personnel agreed in rating these topics as most important:

Concept of propaganda

General principles of propaganda planning

Determination of vulnerabilities and target selection from intelligence data

Intelligence for selection of appropriate themes to exploit vulnerabilities

Religion and philosophy

Totalitarian political ideology and its influence on social character and psychology of communist populations

Plans and policy, propaganda preparation, and operations personnel agreed on this topic as most important:

Phasing and timing propaganda messages

Plans and policy, and propaganda preparation personnel agreed on three topics as most important:

Counterpropaganda: general principles

Relating themes to over-all propaganda effort, national and military policy

General principles for establishing and maintaining confidence and credibility

Topics agreed upon by plans and policy, and operations personnel only were these:

Psywar planning in support of G-3 operations, plans,  
and orders

Coordinating psywar with the military situation

Coordination with other arms, services, and staff  
sections in psywar planning

Coordinating media dissemination with military operations

Psywar staff organizations: organization, mission,  
functions, and responsibilities

Intelligence and propaganda preparation personnel agreed on  
one topic as most important:

Sociology: social forces, structure, and social change

It is apparent that the three job groups concerned primarily  
with the content of propaganda agree in ascribing importance to a  
group of topics which underlie the planning and conduct of psycho-  
logical warfare or provide general background information on  
target populations. The inclusion of "Religion and philosophy"  
in this group may well be a function of the Korean sample bias.

The three topics considered important only by plans and  
policy and propaganda preparation personnel are concerned with  
rather general factors governing the creation of propaganda  
messages. The topics on which plans and policy and operations  
personnel agree are concerned with media coordination and the  
relationship of psychological warfare to other arms, services,  
and staffs.

There is only one point of agreement between operations and propaganda preparation personnel, and no point of agreement between operations and intelligence.

#### Topics Important to Single Groups

When one looks at the topics considered important by each group alone, it becomes clear that the needs of the job are the major determinant of the ratings. The topics rated "most important" exclusively by a single group are for the most part obviously job-related.

Only six topics are important exclusively to plans and policy personnel. They are related less to the concrete production or "hardware" aspects of psychological warfare than to basic considerations involved in the development of over-all psywar plans and directives. The few intelligence items among the six topics are concerned with intelligence of a more general nature, as contrasted with the intelligence topics rated important by propaganda preparation personnel, who are interested in intelligence primarily as it feeds into the message.

The topics important only to intelligence personnel encompass for the most part skills involved in analyzing potential sources of relevant information and in procuring information, and research methods that serve to sharpen intelligence skills and provide substantive information--such as special area studies.

The topics of importance to propaganda preparation

personnel alone tend to focus on the psywar message itself and the skills and information involved in message construction.

The considerable number of topics important only to operations personnel indicates the rather marked difference between their work and that of other job groups. The topics suggest the kinds of information and skill related to the performance of operations duties: the organizational components of psywar units, their functions, and the considerations involved in maintaining them in operation; the physical characteristics of various media and the importance of relating them in a coordinated effort; the skills involved in the various procedures for manipulating psywar equipment and relating it to the needs of the tactical situation.

#### Topics Rated "Least Important"

There was considerably greater agreement among the four job groups on the topics considered unimportant than there was on those considered important (see Table 3). The "most important" rating was spread over 61 different topics, while the "least important" rating was assigned to only 50 topics. Moreover, there are but 25 different topics rated least important by only one job group, as compared with 45 rated most important exclusively by one group. Appendix F shows the topics rated least important by all job groups, by three and two groups only, and by each group alone.



The four job groups agreed in rating the following topics as least important:

Motion pictures as a propaganda medium: missions  
and capabilities

Mop-up operations: special considerations

Announcing radio and loudspeaker programs

Plans and policy, intelligence, and propaganda preparation personnel agreed on one topic, logistic requirements for technical aspects of propaganda preparation, as least important. Evaluating and pretesting technical aspects of propaganda preparation was rated as unimportant by plans and policy, intelligence, and operations. Plans and policy, propaganda preparation, and operations agreed in considering methodology for propaganda analysis unimportant.

The pattern of agreement among job groups on unimportant topics conforms to the pattern on important topics. Ratings by operations personnel are least like those of the other three groups, and ratings by plans and policy personnel are most like them.

The topics unanimously viewed as of little value appear to be concerned with information of rather specialized utility. Of the three topics considered unimportant by three of the four groups, two are concerned with research methodology.

#### CONCLUSIONS

The ratings of School curriculum topics by experienced psywar

personnel in the Far East showed little agreement among the four job groups--plans and policy, intelligence, propaganda preparation, and operations--as to what they believed to be of great or little value. Clearly the man's job determined his estimate, for in general he rated as most valuable those topics most closely related to the duties of his assignment. The results of the ratings would seem to justify the conclusion that different knowledge and skills are necessary for different psychological warfare jobs, and that consequently no one curriculum is likely to provide satisfactorily for all job groups.

Furthermore, it must be recognized that duty assignments are usually made after the course has been completed, and that in the event of mobilization any graduate of the Psychological Warfare School may be assigned to any psywar slot. One objective of the course must be the preparation of a reservoir of appropriately trained men to be tapped in the event of war. The curriculum, therefore, must necessarily be designed to develop "jacks of all psywar trades". Nevertheless, some consideration should be given to the fact that the job needs of operations personnel appear to be quite unlike those of the other job groups.

## Chapter 3

### CURRICULUM CONTENT ANALYSIS

A second approach to assessing the relevance of the Psychological Warfare School curriculum to job performance needs was through a content analysis of the instructional materials, in terms of descriptions of required job behavior. Such an analysis should reveal the extent to which the various performance areas are covered by the curriculum and the relative emphases given them.

#### METHODS AND PROCEDURES

##### Development of Job-Behavior Categories

###### Sources of Information

Concrete descriptions of nearly 400 separate activities performed by psychological warfare officers in the field were prepared on the basis of (1) data from an unpublished ORO study<sup>1</sup>, (2) various other research reports<sup>2</sup>, and (3) Army job descriptions.<sup>3</sup> These job items cover the entire scope of psywar activity--administrative, planning and policy,

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<sup>1</sup>A Study of the Abilities and Skills Important for Effective Work by Psychological Warfare Personnel (CONFIDENTIAL).

<sup>2</sup>ORO-T-4 (FEC), Strategic Radio Psywar in FEC, by M. Dyer, (31 Jan 51) (SECRET); ORO-T-20 (FEC), Psychological Warfare Operations: Radio, by Wilbur Schramm (28 Feb 52) (SECRET); ORO-T-27 (FEC), FEC Psychological Warfare Operations: Theater Staff Organization, by W. Kendall and J. Ponturo (1 Jan 52) (SECRET), all published by Operations Research Office, The Johns Hopkins University, Chevy Chase, Md.

<sup>3</sup>Descriptions for MOS's 5522 and 7869, D/A SR 605-105-5 Commissioned and Warrant Officer Personnel Military Occupational Specialties, March 1954.

intelligence, propaganda preparation, reproduction, and dissemination—as well as officer assignments of all ranks at both Theater and Army levels.

#### The Classification Scheme

The system of classifying job activities for the proposed analysis had to meet the following criteria:

(1) It must cover all reported job behavior. Categories must provide for classifying every activity, even those that might not be relevant for subsequent curriculum assessment, such as administrative and personnel duties that are not the exclusive concern of psychological warfare.

(2) It must cover the entire sequence of the psychological warfare process, its categories reflecting all the successive steps in the development and conduct of a psywar campaign.

(3) It must focus on the psychological warfare content of the job activities. On the assumption that similar training is needed by those concerned, in different ways, with a given activity, categories should be developed on the basis of the psywar content of the activity rather than the type of responsibility with regard to it which may be indicated in the job description.

(4) It must facilitate subsequent classification of curriculum material. Categories must list separately those job activities for which specific curriculum training is provided.

(5) It must be independent of the personnel designated to perform the activity. Because all activities which any psychological warfare officer may be called on to perform must be included, categories should be developed on the basis of the type of behavior described without reference to the particular officer currently responsible for performing it.

A classification scheme that does meet these criteria categorizes activities according to their place in the psychological warfare process:

Intelligence and Reporting

Plan Development

Propaganda preparation

Reproduction

Dissemination

Administration

Using this functional scheme, job activities may be classified without considering which ones or how many are performed by any single officer. The specific activities included under each major function will describe precisely what is done in accomplishing that function; the particular type of operation with which an activity is concerned (e.g., radio or leaflet) and its organizational characteristics (e.g., technical or administrative) can be subsumed under these six general headings. The administrative category

provides for activities that derive from general command responsibility and are not unique to psychological warfare.

#### Classifying the Job Behavior

Each job-behavior description derived from the sources used was typed on a separate 3 x 5 card. These were sorted into the six categories of the adopted scheme. Within each of these major groups job activities were arranged on the basis of (1) their order of performance in the operational process, (2) the type of media they involve, and (3) the level of responsibility prescribed. The final scheme is presented in Appendix G. Reliability checks of the classification scheme with two additional coders yielded 97 per cent and 92 per cent agreement for the entire population of job activities.

#### Analysis of Curriculum Content

##### Material

The "student summaries" were used to represent the content of the School curriculum. These are written condensations of the material presented in each instructional period, prepared by the instructional staff and distributed to students prior to lectures and conferences. They serve as orientation to the subject matter of each lecture and constitute a permanent record of the instructional material.<sup>1</sup>

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<sup>1</sup>The summaries used in this analysis were from the August 1953 Program of Instruction.

Observations of a sample of lectures appeared to justify the assumption that the amount of attention given various topics in the student summaries corresponds to the amount of time actually spent on those topics in the classroom. All major topics mentioned in the student summaries are covered during the instruction period, and, in general, faculty members follow the summary outlines very closely in their lectures.

The 128 student summaries used in this analysis represent 173 hours of instruction, or 95 per cent of the time spent in lecture and conference. Not included are summaries containing instructions for training problems, practical exercises, demonstrations, or similar material.

#### Coding the Curriculum Material

It was impossible to code each student summary as a single unit because most of them contained information relevant to more than one job-behavior category. For each substantive paragraph of a summary a one-sentence abstract was prepared; this constituted the unit to be coded. The number of lines in a paragraph was used as a measure of curriculum coverage.

Each curriculum unit was assigned to the job-behavior category for which it was judged to be of primary relevance; items were not coded in two categories unless considered

equally relevant to both.<sup>1</sup>

At least half the curriculum material proved to be not directly relevant to any particular job-behavior category, but rather dealt with knowledge of more general application, underlying a variety of functions. Therefore, two nonfunctional categories were added to the coding outline. One, Background Information, permitted the coding of social science material and other information of only general applicability; the other, Organization, provided for coding material purely descriptive of military and civil organizations involved in one form or another of psychological warfare activity.

All units of material in the student summaries were thus sorted into eight job-behavior or nonfunctional categories. The total number of lines encompassed by each category was then recorded, and the percentage of the total curriculum content included in each category was computed. Percentages based on the six job-related categories are presented in Appendix I. The reliability of the classification system, ~~is~~ checked between two independent coders, was 93.5 per cent agreement on a random sample of 104 student summary paragraphs.

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<sup>1</sup>Approximately 10 per cent of the material was double-coded.



## RESULTS

The percentage distribution of job activities and curriculum material among the content-analysis categories is shown in Table 4.

Table 4

Percentage Distribution of Job Activities and Curriculum Material Among the Content-Analysis Categories

Category	Job Activities (N = 390)	Total Curriculum Material (N=25,585 lines)	Job-Relevant Curriculum Material Only a/
	%	%	%
I. Intelligence and Reporting	24	14	33
II. Plan Development	30	17	39
III. Propaganda Preparation	13	5	12
IV. Reproduction	6	1	1
V. Dissemination	6	4	10
VI. Administration	21	2	5
VII. Background Information	--	34	--
VIII. Organization	--	23	--
Total	100	100	100

a/ Distribution within categories I-VI

### Distribution of Job Activities

Approximately one-fifth of the job activities are administrative duties, required for the routine functioning of the organization.

Within the five job-behavior categories representing actual psywar functions, more than two-thirds of the activities are concerned with intelligence and reporting, and plan development. The reproduction and dissemination categories include the fewest activities. This pattern is strikingly repeated if the topics rated "most important" by the experienced psywar personnel (Chapter 2) are coded in these curriculum content analysis categories. Of the topics from the School curriculum rated most important for job performance, 47.6 per cent fall within the two categories of intelligence and reporting, and plan development; none fall within reproduction or dissemination. Apparently the functions involved in producing a campaign entail the largest number of job activities, and those covering reproduction and dissemination of the product, the fewest. It should be recognized, however, that the coding process itself may contribute to this pattern; the reproduction and dissemination categories comprise such specifically defined activities that they are not likely to serve as catchalls for ambiguous items.

#### Relationships Between Job Activities and Curriculum Content

The comparison of percentage distributions of job activities and curriculum coverage is summarized in Table 4.

#### Non-functional Information

The most obvious point to be noted is that 57 per cent of the curriculum is devoted to background and organizational

material--material which is not, according to the system of analysis used in this study, directly job-relevant.

The curriculum material classified as background information (one-third of the total) comprises three types of content: (1) general orientation to areas of knowledge that provide background for training in the propaganda skills--for example, the nature of social groups, language and symbols, and theory of radio wave transmission; (2) general orientation to the field of psychological warfare--historical reviews, the nature of propaganda, basic principles for propaganda utilization, and propaganda capabilities of various media; (3) general orientation to foreign peoples and propaganda--including area study of the Soviet Union, Communist foreign propaganda, and enemy propaganda in wartime.

The 23 per cent of the instructional material classified as organizational includes purely descriptive accounts of the composition, activities, and procedures of military and civil organizations for propaganda and psychological warfare, intelligence, and certain related activities.

#### Intelligence, Planning, and Propaganda Preparation

Categories I-III, totaling 67 per cent of the job activities, represent only 36 per cent of the total curriculum. This apparent lack of correspondence is misleading, however, because intelligence, planning, and propaganda preparation jobs probably use the largest proportion of the

non-functional types of knowledge classified in categories VII and VIII. Their "underrepresentation" in the total curriculum, therefore, is primarily a function of the analysis system. Analysis of the distribution within the 43 per cent of the curriculum classified as directly job related reveals a fairly close relationship between the distribution of job activities and curriculum coverage, except in the categories of reproduction and administration.

#### Administration and Reproduction

The small proportion of the curriculum (5%) devoted to instruction within the administration category is to be expected, since the performance of such functions is ordinarily learned elsewhere in the Army by the psywar officer.

Similarly, there is good reason for the very small proportion of the curriculum devoted to reproduction (1%). None of the specific job activities classified in this category is concerned with the actual reproduction processes because these are carried on by specialist-trained enlisted men. The officer activities entail the coordination, planning, and supervision of reproduction.

#### Differences Within Categories

If one further breaks down the distribution of job activity and curriculum coverage in terms of sections and items of the six job-related categories (see Appendix H), certain other points of difference appear between amount of job

activity and curriculum coverage. Scrutiny of these points, however, often reveals that the inequality is to be expected.

(1) Items Not Represented in the Curriculum

There are eight items of the five content analysis categories which are represented by job-activity distributions ranging from 1.8 per cent to 3.3 per cent, but for which there is no curriculum content. These are:

- I C - Receiving Information (Passively receiving information, with no indication of a desire for or the initiation of its active procurement or subsequent utilization)
- I F 1 - Preparing Activities and Operations Summaries (Reporting on previous operations or other kinds of activities)
- II A 5 - Handling Operational Problems and Procedures (Eliminating operational difficulties, by interpreting and clarifying plans and policies, devising and checking current and new operational schedules and procedures, etc.)
- III A - Assigning and Checking Progress of Preparation Work (Assigning preparation jobs to writers, artists, translators, etc., and insuring their completion on time)
- III B - Supervising and Coordinating Preparation of Material (Coordinating and supervising the preparation and revision of propaganda material--texts, scripts, translations, art work, calligraphy, layouts, etc.)
- III D - Reviewing and Inspecting Material Produced (Checking completed texts, scripts, and graphic presentations for various purposes)

- III E - Obtaining Final Approval of Material Produced (Submitting, forwarding, or circulating completed written and graphic material for approval and/or recommendations)
- IV A - Effecting Necessary Coordination with Higher Headquarters (Coordinating reproduction activities with other phases of the total operation)

It is evident that these job activities, as they are described, are in general administrative in nature even though they deal with psywar content. Since they do not utilize any body of substantive knowledge, they are not likely to be reflected in a traditional course curriculum.

(2) Items Strongly Represented in the Curriculum

Differences in the opposite direction--that is, greater curriculum content than job activity demands would seem to indicate--are fewer. They occur at the following points:

- I B 2 - Initiating and Conducting Research (Obtaining information from the performance of various kinds of research)
- II A 0 - Developing Over-All Plans (General material on formulating policy for, directing, conducting, and evaluating the over-all development of all types of broad psywar plans)
- II A 3 - Preparing the Propaganda Campaign (Planning the propaganda / substantive/ aspects of the over-all campaign)

### III C - Preparing the Material (Physically preparing written, graphic, and spoken material)

These four items merit further analysis. The first encompasses such activities as "initiates research projects to study vulnerabilities of the enemy," "assigns research projects to most appropriate branch or division," and "advises personnel on research problems." Three kinds of instructional material are coded as relevant to these activities: material on area studies (18%), on surveys, polls, and panels (15%), and on propaganda analysis (67%). In all three of these kinds of instructional material, the emphasis is upon general methodological principles and procedures.

Of the total psywar job behavior only 1.5 per cent is described as concerned with "initiating and conducting research." Yet the curriculum content relevant to this job activity represents one-eighth of the total "job-related" curriculum material--almost two-fifths of the material in the category of intelligence and reporting. Furthermore, two-thirds of the curriculum material on initiating and conducting research is concerned with the methods and techniques of propaganda analysis. This is the most striking single disparity in the job behavior - curriculum content relationship.

The other three points at which the curriculum content appears to be heavily weighted relative to the extent of job activity are perhaps more to be expected and more appropriate. The actual number of jobs which by descriptive title are concerned with such areas of activity as "developing over-all plans," "preparing the propaganda campaign," and "preparing the material" is small, but each of them is likely to require a wide scope of knowledge and skills. "Writing a script," for instance, represents only one activity in the job behavior total, yet appropriate training for it would require a considerable variety and extent of curriculum material. A relationship such as that found in "preparing the material," where 2.3 per cent of the job activities utilize 12.4 per cent of the job-related curriculum material, therefore must not be interpreted as indicative of an overloading of the curriculum in this category.

#### CONCLUSIONS

Content analysis of the Psychological Warfare School instructional materials reveals that in general a proportionate relationship can be noted between job needs and curriculum coverage. This conclusion, however, must be viewed in the light of certain qualifying findings.



### Background Information

As much as 34 per cent of the instructional material comprises general background information not classified by the system used in this study as directly job-related. This finding is difficult to evaluate. The fact that background information is not perceived as directly job-related does not preclude its being highly relevant. Under a different classification system of job activities, some of the background material might have been categorized as directly relevant to specific functions. For instance, curriculum discussions of "the use of symbols" and "principles of radio transmission" were classified as background material. Such information is certainly applicable in several of the job activities categorized, such as "writing scripts" and "repairing loudspeakers"; it might well have been classified as "job-relevant" if the job classification system had been more directly oriented to curriculum content.

The amount and nature of background material included in the School curriculum at any time no doubt reflects the previous training and experience of the officers assigned to the course, as well as what is in fact essential background for practical training. All students must be provided some minimum level of background knowledge. The particular background topics included in the program, however, should be carefully scrutinized in terms of their relevance to job performance, the mission of the School, the availability of such training elsewhere, and the instructional time and resources available.

The ratings made in the field by experienced psywar personnel support this conclusion; only one of the topics classed as background information (the concept of propaganda) was rated among the "most important" topics by more than one job group, and fewer than 10 per cent of all the topics rated "most important" fall within the "background" category. The more intensive interview data also indicate serious question about the utility of some of the background information.

#### The USSR Area Study

More than 40 per cent of the curriculum material within the background information category consists of "a type area study" of the Soviet Union. This study represents 14 per cent of the total instructional material. Almost all respondents interviewed who had completed this area study at the School, or who had studied similar material in the Georgetown University psywar course, agree that the area knowledge is valuable. A closer examination of their comments, however, reveals the special nature of its helpfulness. The respondents stress that it is the understanding they gain of the basic principles of Communism, not the specific information they learn about the Soviet Union, that constitutes the major value of the USSR area study.

In general, the comments emphasize the need for information about Communist tactics and techniques and their impact on people rather than for information about specific countries. For example:

Area studies are good, but the students shouldn't have to do it. Make them required reading.

We should know more about the concepts of Communism, not facts on Soviet steel production.

In the rating phase of this study, the sample of experienced personnel did not evaluate the USSR area study as such, but they did rate the topic, "Totalitarian political ideology and its influence on social character and psychology of Communist populations." This topic was rated in the "most important" category by all except operations personnel. In fact, in mean topic ratings by the group as a whole it falls in the top five per cent.

These findings suggest that a shift of emphasis in the conduct of the USSR area study ought to be considered. Psychological warfare officers need not, and indeed cannot in the time allotted, be expected to absorb detailed information about individual Communist populations. Such information, moreover, is normally provided by research specialists. On the other hand, knowledge of the major features of Communist societies, the general patterns of their control techniques and the impact of such techniques on the individual, would be applicable to any area under Communist control to which a psychological warfare officer might be assigned; such knowledge would assist him to develop

the understanding he needs to assess vulnerabilities and to communicate effectively with Sovietized peoples wherever they may be. This is not to say that an attempt should be made to teach the common elements in Bolshevization independently of a specific-society focus. Rather it is suggested that the USSR area study be continued as a teaching device, but with a shift of emphasis in lectures and reading assignments, to stress (1) the generic features of Communist control and their influence on social behavior, and (2) the need for, and the methods by which one puts together, a picture of an enemy society and culture.

#### Organizational Information

The utility of the 23 per cent of the instructional material which is devoted to purely descriptive accounts of organizations needs to be carefully evaluated. Of this material, 68 per cent is devoted to psychological warfare organization, 18 per cent to intelligence organization, and 14 per cent to the organization of other types of activity.

Five of the curriculum topics rated by psychological warfare personnel in the Far East were related to this category. Of these, only one--psywar staff organizations--received a rating of "most important" from more than one job group (plans and policy, and operations); the same topic was rated as "least important" by the propaganda preparation group. Another topic on operational units was rated "most important" by operations personnel alone. A communications topic was rated "least

important" by two job groups (intelligence and propaganda preparation), and a staff organization topic was rated "least important" by propaganda personnel alone. The fifth topic, on psywar activities of other services and agencies, did not fall at either extreme in the ratings.

Interviews confirmed what the ratings suggested--namely, that of the various kinds of organizational information presented in the curriculum only the material on Army psywar staffs and units was generally believed to be useful. Information on intelligence organizations was considered important only by intelligence personnel, and none of the respondents considered material on organization for military government, for guerrilla warfare, or for other related activities important. It should be remembered, however, that these raters were operating in the Far East; in other situations, the latter type of "contingency" information might be judged of greater value.

#### Research Methodology

The most striking inequality in the job behavior - curriculum content relationship is the relatively large amount of material in the curriculum on initiating and conducting research. Fifteen per cent of this material is concerned with surveys, polls, and panels, and 67 per cent with the methods and techniques of propaganda analysis. The conduct of public opinion surveys and polls and the content analysis of enemy propaganda are fields requiring so much specialized knowledge that they would not seem to

fall within the duties of an Army psychological warfare officer. Propaganda analysis in particular is a highly complicated and exceedingly difficult way of getting information, especially about enemy soldiers. In wartime there are easier and better ways of getting information about frictions and problems in the enemy society and its military forces--namely, by asking those who are captured. To be sure, it is important for the psychological warfare officer to understand what polls, surveys, and content analysis are, the general manner in which they are conducted, and what their findings may or may not mean for his work; but the methodological details of their conduct would seem rather to belong to the research expert.

## Chapter 4

### SELECTED CRITICAL JOB ACTIVITIES

The two foregoing procedures fall far short of providing a complete and accurate evaluation of the Psychological Warfare School curriculum. What they provide is an estimate of the adjudged value of the various School curriculum topics for job performance, and of the relative emphasis given in the curriculum to topics relevant to the different job activities. A really accurate evaluation of the curriculum--the comparison of the knowledge and skills actually acquired by students at the School with the knowledge and skills in fact needed on the job--would require better research tools and more understanding of psywar functions than are now to be had. The on-the-job rating of the curriculum topics constitutes a comparison of items of knowledge and skills intended to be imparted to students at the School with the knowledge and skills which psychological warfare personnel operating in the Far East considered important in the performance of their jobs. The content analysis of the curriculum constitutes a comparison of the distribution of amounts of curriculum content measured in units of lines with the distribution of amounts of job behavior measured in unequal and unweighted units of "activity" as delineated in job descriptions.

The findings from these two analyses raise important questions about the School curriculum. If to those findings are added the results of other studies, and more particularly the data from the

97 interviews conducted with psywar personnel in the Far East for this study, problem areas in training are revealed which deserve treatment in more meaningful, molar terms than is possible on the basis of the molecular approaches of the topic ratings and content analysis.

Seven areas of job activity were chosen for such treatment. They were selected as critical because of the importance attached to them in the psychological warfare literature and more particularly by the men interviewed. A study of each of these activity areas included its qualifications, its more critical elements, the personnel responsible for performing it, the knowledge and skills which it seems to require, and the items of the School curriculum which can be perceived as relating to it. The seven areas of activity selected were:

Identifying Psychological Warfare Vulnerabilities

Selecting Targets

Specifying Target Responses Desired

Providing Psychological Staff Advice

Insuring Conformity to Planning Directives

Working With Indigenous Personnel

Interrogating Prisoners of War

The first five of these areas are treated briefly. What can be said about them is limited and readily summarized, and they have few implications for curriculum modification. The other two areas merit more extensive discussion.



## IDENTIFYING PSYCHOLOGICAL WARFARE VULNERABILITIES

Job descriptions in the psychological warfare literature encompass a number of activities that deal with the identification and evaluation of vulnerabilities. In the rating procedures described in Chapter 2, "Determination of vulnerabilities and target selection from intelligence data" was rated "most important" by three of the four job groups--plans and policy, intelligence, and propaganda preparation. Interviews with these and other respondents revealed considerable concern on their part with the problems of determining vulnerabilities. "All the studies we did on capabilities to deliver were not so important as decisions on themes and vulnerabilities," declared one respondent.

Some discussion of vulnerabilities or related subject matter occurs in 14 student summaries in the School's instructional materials. Two of these summaries (2305 and 2160) present by far the most basic discussion of psychological warfare vulnerabilities found anywhere in the survey of the material available in this field. Their efforts to clarify some elementary ideas are very informative. The definitions, the explanations, and the identification of kinds of concrete evidence of vulnerability are excellent beginnings for the development of sound principles in this area of psychological warfare. The effort to list the kinds of evidence which may indicate the existence of vulnerability (in 2160) is valuable, but could perhaps be improved by a more systematic and inclusive treatment. Possibly some more theoretical categories of

evidence should first be established, such as deprivations, suspicions, and conflicts of interest. These might then be broken down into subtypes, thereby developing a large number of concrete and readily recognizable elements of vulnerability for operational consideration.

The curriculum tends to give the impression that the intelligence function will provide all the vulnerability decisions, from which the planner need only select those which he believes he is able to attack. One respondent in Korea said: ". . . it is the responsibility of Intelligence to collect information, establish the vulnerabilities, and inform Plans. They should take the information and say this is a vulnerability." Respondents agree, however, that actual performance of Intelligence did not follow this pattern; therefore it may be desirable to provide those who may later receive planning assignments with realistic expectations of what the performance of their collaborators in Intelligence may be.

The question of the optimum relationship and division of labor between intelligence and planning operations in the effort to identify vulnerabilities is not a simple problem, or one likely to be resolved quickly. Psychological Warfare must first clarify for itself (1) the meaning of psychological vulnerability and (2) its intelligence needs. When the psychological warfare planner knows what questions to ask of Intelligence, he may get better results out of Intelligence.

## SELECTING TARGETS

Target selection involves deciding on the individuals or groups the propagandist desires to reach in his campaign. Policy directives, missions, available media, and intelligence all enter into the selection of appropriate targets.

As previously indicated, one of the curriculum topics, "Determinations of vulnerabilities and target selection from intelligence," was rated "most important" by three of the four job groups--plans and policy, intelligence, and propaganda preparation. A study of psywar job behavior by the Operations Research Office reveals that target selection is an activity frequently performed at levels ranging from division to theater. In their interviews, psywar personnel made such comments as these:

We need to do much more about determining a specific, vulnerable target for a specific theme. . . . Don't make a general leaflet for a whole area.

Plans were adequate. . . . Objectives, themes, etc. were all logical . . . but we worked out specific targets with tongue in cheek, because we didn't know whether the intelligence on which they were based was any good.

One of the theater programs was "divisive" propaganda--they decided to drop the maximum number of leaflets on the maximum number of people and divide everybody from everybody else. They should have picked a specific target, watched their progress, and revised their programs.

When the Korean war started . . . we couldn't determine what were lucrative targets.

In the School's instructional materials five summaries either mention directly or allude to the problems of target selection, but there appears to be no attempt to examine the problem in a purposeful and systematic manner. This is perhaps a result of the fact that the psychological warfare literature reveals no uniformly held criteria for the specification of psychological warfare targets. One finds different reports putting stress on quite different points, such as the following:

(1) That centers of population are important as targets because there is a higher probability that more people will be exposed to the communication.

(2) That propaganda should be disseminated to centers of communication and transportation because the recipients there are in a position to disperse the propaganda message widely.

(3) That the targets should be those groups which are particularly important or essentially involved in the war effort.

(4) That the appropriate targets are simply whatever groups are accessible by available media.

Generally these criteria appear to have been used independently. This need not be the case; they can be considered together in arriving at decisions as to what is the "best" target in a given set of circumstances. A more systematic framework for considering the problem of target selection is provided by the criteria used in some psywar campaigns of the past:

- (1) Direct propaganda at those likely to be the audience of (i.e., likely to be reached by) the communication.
- (2) Direct propaganda at the most "essential" group--essential in terms of crucial contribution to the war effort.
- (3) Direct propaganda at the groups most favorably predisposed in the direction of the response desired.
- (4) Direct propaganda at the groups most able to respond.

The School's instructional materials do discuss most of the things that ought to be considered in the selection of targets, the relevant questions to be asked. They do not provide any systematic discussion of how to go about evaluating and organizing this information for the purpose of reaching the ultimate decision. Such a systematic treatment would be desirable.

#### SPECIFYING TARGET RESPONSES DESIRED

Closely related to the problem of selecting the target is the question of the response desired from the target audience. For adequate operational planning there must be a clear idea of the attitude or the behavior that the message is intended to produce. The interviews in the Far East revealed a surprising lack of clear ideas concerning what can be accomplished by means of propaganda. Specifying the desired response of a target audience is not a separate decision; it is an integral part of other decisions involved in the developing of plans to exploit vulnerabilities and in the collating of intelligence.

Clear and articulate specification, during the process of planning, of the attitudes and responses desired from the target had certain important advantages:

(1) The extent to which the response is likely to coincide with or beneficially supplement the contemplated military action can be judged more readily. An order list of desired target responses enables the planner to estimate which ones are more worthwhile in the light of the planned military action. Some responses and attitudes desirable from other points of view may not be so when viewed in relation to the military mission.

(2) Those who are writing the propaganda have a clearer picture of the purpose of the message.

(3) The planner can better express his intelligence needs in the preparation of EEI.

(4) The effect of the propaganda effort may be evaluated more accurately and more objectively.

Twenty-two of the student summaries and several of the annexes contain examples of target responses which psychological warfare attempts to elicit. Several practical exercises in the curriculum involve consideration of desired responses. In all these references, however, target responses are used as illustrations or as points of departure for analyzing other psywar concepts or processes. The curriculum contains no systematic or unified presentation of the target responses which psychological warfare has tried to induce

in the past or is capable of inducing. In other words, there is no comprehensive treatment of the capabilities of psychological warfare.

Moreover, although examples presented in the student summaries illustrate various types of responses, there is no systematic discussion of the fact that target responses may be specific or widespread, immediate or delayed, isolated or interlocking. There is no definite consideration of such factors as the importance of information about the alternative lines of action which may be open to the members of a target audience, and the pertinence of such information in determining the response desired.

#### PROVIDING PSYCHOLOGICAL STAFF ADVICE

World War II and Korea have firmly established the fact that the responsibilities of a psychological warfare officer are not limited to conducting propaganda operations, but include also the increasingly important functions of furnishing staff advice on nonpropaganda military operations. The AFPE description of the organization and mission of the Theater Office of Psychological Warfare defines the first duty of the Psychological Warfare Officer as "Advises the Commander in Chief, Far East and United Nations Command, and Commanding General, Army Forces Far East, in psychological warfare matters and the psychological implications of staff actions and Command decisions other than psychological warfare." To provide such staff advice the psywar officer must be

aware of and familiar with the functions of the many individuals and groups that may request such advice, must be able to organize his staff for the most effective development of advisory material, and must be able properly to evaluate advisory material produced by his staff.

It would seem that the importance of the staff advice function is increasing more rapidly than is the relevant training material provided in the School curriculum. Officers in the field said:

Psychological implications of command decisions has become one of our most important jobs.

Radio broadcasting and leaflets are only a trivial fraction of the psywar effort. . . . Soft-pedal the leaflets and try to do more substantial things, such as recommending military actions that have psychological import.

In training psywar officers, we need officers who can see the psychological implications of command actions.

References are made in the instructional materials to advising the Commanding Officer and coordinating with CA/MG, TI&E, and PI, but the course does not reflect current acceptance of the staff advice function as an integral part of a psywar officer's job. There is no material directed toward preparing the officer for this function; consideration should be given to providing such guidance. This could give a more functional setting to curricular material on organization and serve as a criterion for selecting such material. It may be that a re-examination of the



present doctrinal assumptions which tend to stress propaganda operations rather than "other planned actions" is needed. The staff advice function may provide a vehicle for accomplishing closer integration of propaganda and other military activities.

#### ENSURING CONFORMITY TO PLANNING DIRECTIVES

Interviews with Far East psywar personnel and study of the literature reveal that experienced personnel express considerable concern over the difficulty of ensuring that operators conform to planning directives. There is some dissatisfaction with the lack of relationship between plans and operational output. The problem of ensuring conformity to planning directives is threefold: (1) making certain the operator understands the directive, (2) making sure the operator is convinced of the value of implementing the directive, and (3) exercising suitable control and assessment procedures.

In the School curriculum the problem of making propaganda output conform to directives is not treated as a separate subject. Those aspects of the problem which are touched upon, such as clarity in writing, command and supervisory channels, and content analysis, are discussed within the frame of reference of other problems.

To be sure, the number of officers involved in this function is small, and they are likely to operate principally at higher echelons; nevertheless, the function is important for such individuals as the operations officer at Theater Staff Section, the

RB&L Group Executive Officer, and the Loudspeaker Officer, and for any other person who formulates or writes planning directives. Consideration should be given to providing in the School curriculum such information and training as may assist such officers to understand the problems and difficulties both they and the operator face in implementing directives, and to know what approaches and techniques they may use to solve these problems.

In considering the three objectives, the importance of the element of persuasion should not be overlooked. In fact, it is difficult to imagine that accomplishing either of the other two, or even both, could compensate for a lack of conviction on the part of the operator. It is equally apparent that the development of positive attitudes among operators would go a long way toward obviating the need for special emphasis on increased specificity or more stringent controls. On the assumption that these factors are trainable, additional training related to this problem, should be particularly concerned with the easily overlooked element of "selling" the directive to operators.

#### UTILIZING INDIGENOUS PERSONNEL

Experience in Korea and in World War II clearly demonstrated the need for indigenous personnel in psychological warfare units. Unfortunately, however, little attention was paid to analyzing, preserving, and incorporating this experience into doctrine and planning for the future. In the Far East, the 1st Radio Broadcasting and Leaflet Group was delayed in the performance of its

mission for a considerable period because of the lack of skills which could be supplied only by indigenous personnel; there had been no planning for recruitment of such personnel.

The need was confirmed again and again by the comments of the psywar personnel interviewed in connection with this study. The prepared list of interview questions derived from scrutiny of the School's instructional materials did not contain any mention of indigenous employees. However, the problem was brought up in so many unsolicited comments as to indicate that it played a central role in psywar activities. Many of those interviewed made direct assertions of the need for native personnel in psychological warfare or discussed situations based on the assumption that they were and will be needed.

In the Korean operation indigenous personnel filled a wide variety of jobs contributing to all phases of the campaign. They acted as area advisers, translators, editors, news and script writers, artists and illustrators, radio announcers and performers, loudspeaker announcers, intelligence analysts, interrogators and interpreters, and voice interception monitors. The psywar officer concerned with any of these functions is not only certain to be in close association with indigenous personnel, but he will be responsible for their direction and supervision.

The problems raised by the use of foreign personnel will vary with the setting of any future operation. Certainly such problems were present in an acute form in Korea, and much of the discussion

which follows is derived from the Korean experience. Assuming the indispensability of indigenous personnel, what problems does their utilization create? The foci of concern among the people interviewed suggested certain categories of problems: the influence of such personnel on communication content, their morale and attitudes toward work, a realistic estimation on our part of their capacities, how to use their knowledge and skills most efficiently, and administrative problems. Probably the most realistic way of training psywar officers in understanding indigenous personnel in the ways required is through on-the-job training in the cultural areas to which the officer is assigned.

#### Aspects of Using Indigenous Personnel

##### Influences on Content

The material that gets into the communications channels--in both directions--is of vital importance to psywar operations. Since indigenous personnel necessarily occupy many key spots along these channels, there was much concern over the impact such employees might have on what was communicated. First, there was the question of the accuracy and/or honesty of the foreign personnel in broadcasting or translating from their native languages. Second, the political goals of indigenous employees may frequently differ from those of U.S. propaganda policy. Third, the possibility that they may consider themselves the real experts and tend to ignore American guidance was believed to present a serious threat to the integrity of our propaganda output and

intelligence inflow. The reality of all three of these jeopardizing influences upon the content and import of propaganda is attested by the literature on psywar experience in World War II, and the Operations Research Office study of psychological warfare in Korea, as well as by the interviews which this study conducted with psywar personnel in the Far East.

#### Morale and Work Attitudes

Sustaining the morale and work attitudes of indigenous personnel presents a complex of problems. In the first place, their positive and motivated participation in the psychological warfare mission is highly dependent upon our understanding and tolerance. This means that it is imperative for psywar officers to develop an appreciation of the problems involved in communicating effectively with foreign personnel and to learn the essential techniques for doing so. Secondly, adverse working conditions or inequitable pay and status relationships--especially if foreigners of more than one nationality are used--may affect motivation unfavorably.

In the Far East interviews, psywar personnel, ranging in rank from corporal to lieutenant colonel, expressed the feeling, "We don't understand Orientals." There was no doubt that they believed this fact detracted greatly from their effective use of indigenous personnel. Many of them commented, usually unfavorably, on the rivalries among the foreign personnel, and on their attitudes toward work. In

the strange and ambiguous setting which employment with the Americans provided for many foreigners, such conditions are not surprising. There were many invidious situations confronting these people. In the words of a Japanese employee of the RB&L Group, "When you have Chinese, Koreans, Japanese, and Americans, each on different pay and tax scales and all doing similar work, people become unhappy."

#### Realistic Estimation of Capacities

Accurate assessment of the capabilities of indigenous personnel has proved particularly difficult. It is dangerously easy to accept the native who is articulate as an all-around expert. This tendency, coupled with the psywar officer's understandable desire for full answers to his questions, frequently leads him to develop completely unrealistic expectations concerning the indigenous employee's ability. If sobering experience demonstrates that such expectations cannot be fulfilled, he may then go to the other extreme and fail to use natives when they might be valuable.

Two difficulties were stressed by our Far Eastern informants. One was the danger of foreign employees not being representative of the enemy population; they usually come from social and educational classes considerably removed from the general population. The other is their lack of recent direct exposure to their native society, particularly as it may have been altered by the Communists. As one

intelligence officer put it, "Chinese experts were set to the customs they were used to when they left; they couldn't adapt to the fact that the Communists had changed the society."

#### Efficient Use of Indigenous Personnel

The informants interviewed had many things to say on how to get the best results from foreign employees. Often their recommendations were contradictory. One area of acute interest, but of varied opinion, concerns the role of the native employee in preparing leaflets and scripts. An officer of the RB&L Reproduction Company and a civilian information official held that the best leaflets and scripts came when the original material was written in the native language of the target. Both felt that foreign writers should be given objectives and then turned loose. A member of the staff of the Theater Policy Advisory Office vigorously emphasized that area experts should not do the writing, but "Hanco the job," using indigenous personnel.

On the other hand, a writer of the RB&L Group and an official of Army Projects Branch both implied that original writing by indigenous personnel was done only occasionally and permitted reluctantly. This reluctance appeared to be due largely to the difficulties of getting indigenous personnel to comprehend what was needed. "Both Chinese and Koreans have strong tendencies toward unchecked use of

fantastic exaggerations, outright falsehoods, false promises, etc. . . . Their graphic approach is characterized by . . . displays of violence; in the text, they like to insert the political angle whenever possible."

Other areas of concern but of uncertain opinion were (1) the extent to which the foreign advisers should be "read in" on the background of the problems on which they are consulted and the purposes of the operation to which they may be contributing, and (2) the degree to which indigenous personnel should be used at higher levels of the planning phases of operations.

#### Administrative Problems

The satisfactory utilization of indigenous personnel may present a multitude of administrative problems not peculiar to their use by psychological warfare. Some of the problems, such as inequalities in compensation and adjustments in work schedules, have already been mentioned. Anticipating and providing for appropriate legal status can be a problem. In Japan, for instance, when the peace treaty went into effect, many unforeseen difficulties arose for the Koreans, Chinese, and other non-citizens of Japan employed in that country by psywar offices. No provision had been made for their status, and the U. S. often had to "fight to keep them out of Japanese jails." Security is a major problem in the employment of foreign employees; there is no question



but that it prevents their optimal utilization. Probably no adequate security check is possible. The primary loyalty of the indigenous Korean could not be expected to be with us--security could lie only in apparent evidence that it was not with the enemy.

#### The Curriculum

Instructional materials at the Psychological Warfare School contain scattered references to the use of indigenous personnel, mentioning some of the functions that such personnel are likely to perform, but there is no systematic treatment of the need and no description of concrete problems. No indication is given of either the inevitable and crucial nature of the need to use natives in many key positions, or the persistent problems psywar officers must deal with as a result.

#### Implications

Some of the many perplexing problems created in World War II and Korea by the need to utilize indigenous personnel were resolved in practice over time. But a great deal of difficulty preceded such resolutions, and for some problems there was no clear solution. Since this experience is now behind us, current training based on it could anticipate future problems and facilitate solution of them. Every effort should be made to ensure the most productive possible supervisory and technical relationships between U. S.

psywar personnel and foreign nationals who work with them. But first, the importance and inevitability of using such personnel should be made clear. One officer in Korea said: "Teach the fact that you are going to have to rely on indigenous personnel."

In addition, realistic expectations should be developed concerning the problems likely to be created. The Far Eastern interviews suggest that a number of these problems are typical and recurring. The more crucial ones are those encountered in connection with the preparation of propaganda content, and these should receive particular stress in training. Consideration should be given also to certain directions of solution. The evidence suggests, for example, that considerable caution must be exercised in employing individuals who have been identified with specific political factions within their communities. Such individuals are likely to be temptingly articulate and intelligent, but they are also very likely to bring prejudiced perceptions and goals which at times may be at variance with U. S. policy.

It is essential that psywar officers' expectations concerning the value of indigenous personnel should be based on realistic appraisals of their abilities and capacities. It is important that psywar officers be sensitive to the viewpoints of their foreign employees, and give them a sense of being treated justly and of participating in the mission.

## INTERROGATING PRISONERS OF WAR

Official World War II documents, literature on combat propaganda during the war, research reports on psywar operations in both World War II and Korea, and interviews with experienced personnel in the Far East all agree that prisoner interrogation constitutes the single most important source of psychological warfare intelligence. "Most leaflet ideas were based primarily on sound intelligence, of which about 80 per cent was the result of Psywar prisoner interrogations." This attitude is also reflected in the School curriculum, which states that "one of the most important sources of information during wartime is the prisoner of war" (2055). In the rating of curriculum topics by personnel in the field, "Interrogation of prisoners of war by psywar personnel" was rated in the upper 20 per cent, or "most important" category, by the entire group.

Prisoner interrogation may uncover exploitable vulnerabilities and assist in determining what themes to use and to avoid. One respondent reported that "almost all ideas for exploitable vulnerabilities came from interrogations. . . ." Interrogation is also an essential source of information for evaluating psywar output: determining the degree to which members of target groups believe our propaganda; judging its effectiveness in achieving its intended goals; measuring the intelligibility and meaningfulness of its language, symbols, and graphic presentations; assessing such technical factors as the accuracy of leaflet dissemination

or the audibility of air and ground loudspeakers. It can inform us of the influence of enemy surveillance and control measures on their troops' reception of our propaganda, and of their counter-propaganda efforts.

Personnel in the field generally agree that the major obstacle to adequate psywar intelligence arises from the necessity of relying upon non-psywar agencies for interrogation information. Two difficulties arise: inaccessibility and inadequacy. Sometimes official regulations deny material from other agencies to psywar personnel. Often the psywar priority is so low that the information is received too late to be useful. Sometimes, perhaps because of the necessity for concealing the source, information is classified too high for propaganda use.

Even when available, however, interrogation reports from other agencies are likely to be quite inadequate for psywar purposes. They are likely to contain little information directly relevant to psychological warfare. The intelligence required for the planning and conduct of psychological warfare is very different from order-of-battle or terrain or "hardware" information. It concerns attitudes and feelings and opinions and informal communication and group formation, and is therefore much more difficult to obtain than is more concrete information. Interrogating for this kind of information is a quite different process from the usual MIS procedure. It requires much more use of exploratory questioning and of shrewdly improvised probing as the source

reveals special areas of knowledgeability. Such interviewing can be conducted successfully only by carefully trained interrogators who understand the EEI and have a sympathetic appreciation of their significance for operational planning.

Whether psywar operations should derive their intelligence through G-2 or should have their own interrogators is the subject of controversy. However, it is clear that if psywar staffs do not have their own interrogation teams, with direct and immediate access to prisoners of war and refugees, then special provision should be made in the G-2 training and interrogation procedures to develop more sympathetic understanding of psywar EEI, and more particularly to develop and apply techniques of interviewing which will obtain the necessary kind of information. One respondent in Korea reported, "We relied wholly on interrogation . . . couldn't have gotten along without our own interrogation teams." Another said, "Over 90 per cent of the intelligence was from Psywar interrogation of prisoners." A third emphasized, "Evaluation of propaganda is essential; you don't know where you are without it . . . so we had constant interviews with prisoners."

The vital importance of intelligence derived from prisoners of war and refugees, whether it be obtained directly by psywar interrogators or by G-2 interrogators responding to psywar needs, makes it essential that psywar planners and propaganda preparation personnel, as well as intelligence officers, be aware of both the uses and the limitations of such interrogation. They must

understand (at least to some extent) the techniques and procedures, even though they may not conduct interviews themselves. They must understand the problems encountered in such interrogation. They must know how to construct accurate and meaningful EEI and know the procedures for analyzing and interpreting interview results. If psywar officers are to conduct interrogations themselves, additional critical job requirements arise: the selection, training, and supervision of interrogators; the procurement of adequate numbers and kinds of prisoner subjects; the arrangement for appropriate interview facilities.

The present Psychological Warfare School curriculum includes one two-hour student summary on MIS interrogation, which is devoted entirely to description of the agencies and procedures involved in handling and processing prisoners and captured enemy documents. Three other student summaries contain very brief references to the value of interrogation information and to G-2 as its major source. It is pointed out that on occasion arrangements may be made for the direct interrogation of prisoners by psychological warfare specialists.

The implications of the foregoing discussion would seem to be clear. Interrogation of prisoners of war constitutes the single most important source of current psychological warfare intelligence. It is highly probable that, because of the nature of its peculiar requirements, psychological warfare will need to conduct its own interrogations. A disproportionately small amount of instructional

time in the School program is devoted to the subject of prisoner interrogation, as compared with the time spent on other sources of psywar intelligence, such as propaganda analysis, area studies, and public opinion polls. Instructional materials might profitably be expanded in the framework of the following objectives:

(1) To create an increased awareness of the uses and the limitations of prisoner interrogation.

(2) To provide information about the necessary procedures and techniques for planning, conducting, and analyzing the results of prisoner interrogation.

(3) To provide an understanding of the kinds of problems likely to be faced when conducting or supervising psychological warfare interrogation activities in the field.

(4) To provide an opportunity to develop and improve skill in the actual conduct of interrogations.

Appendix A

CURRICULUM TOPICS RATED BY RESPONDENTS 1/

Psywar History and Concepts

Military psychological warfare: historical development, role, organizations, function and operations

Survey of use of propaganda by Communist and European countries  
(World War I and II propaganda; propaganda in Communist publications, radio; methods of dissemination)

Historical survey of use of propaganda as an instrument of national policy

Concept of propaganda: definition, essential elements, systems of classification, function

Counterpropaganda: general principles  
(Use of silence; direct answer; indirect answer; diversionary measures)

Psywar Media

Loudspeakers as a propaganda medium: missions and capabilities

Radio as a propaganda medium: missions and capabilities

Leaflets as a propaganda medium: missions and capabilities

\* Newspapers and news sheets as propaganda media: missions and capabilities

Rumor as a propaganda medium: missions and capabilities

\* Books, pamphlets, and articles as propaganda media: mission and capabilities

\* Posters as a propaganda medium: missions and capabilities

\* Motion pictures as a propaganda medium: missions and capabilities

1/ Title of topic is listed as it appeared on the face of the card; additional description appearing on the reverse of the card is shown in parentheses. Topics are derived from the August 1953 Program of Instruction except for those marked with an asterisk, which are from earlier programs, research reports, job descriptions, and early interviews.



## Organizational Information

### Internal:

Composition, function, mission, and equipment of operational units  
(Radio Broadcasting and Leaflet Group, Mobile Radio Broadcasting Company, Reproduction Company, Consolidation Company, Fixed Radio Broadcasting Company, Loudspeaker and Leaflet Company, Publications Platoon, Propaganda Platoon, Loudspeaker Platoon)

Communication nets for psywar in a theater of operations  
(Types of equipment; communications problems)

\* Organization and personnel problems: (a) selection and hiring of civilian personnel; (b) contracting with civilian agencies; (c) handling of civilian personnel

Psywar staff organizations: organization, mission, functions, and responsibilities

### External:

General principles of army staff organization and procedure

Psychological warfare conducted by other services and national agencies  
(Organization, mission, facilities, capabilities, limitations, and effectiveness of State Department Foreign Information Service, Air Force, Navy, and government policy-making agencies)

## Psywar Operations

Covert operations: capabilities and limitations

Consolidation operations: special considerations  
(Objectives; relation to other agencies; capabilities and limitations; media; support of CA/IG)

Mop-up operations: special considerations

\* Surrender and defection operations: types of inducement; timing; political, cultural, and ideological considerations

Psywar in support of amphibious operations

Guerrilla operations and their relation to psywar  
(Definition of guerrilla warfare; legal status; characteristics of partisans; infiltration units)

Defense against enemy propaganda: methods and principles  
(Responsibility for defense; role of psywar; coordination with  
TICE; advice to CG; analyzing enemy propaganda)

Description of development of leaflet, radio, and loudspeaker operation from beginning to final evaluation

### Psywar Planning

#### Procedures:

General principles of propaganda planning  
(Use of psywar EEI; development of themes; material and editorial selection; use of intelligence file; phasing the campaign; dissemination and evaluation)

Planning procedures in psywar  
(Psywar plans and annex preparation: elements, purpose, and content)

- \* Review and evaluation of psywar plans
- \* Evaluation of leaflet and radio schedules for error and conformity with over-all plans

#### Missions:

- \* Psychological implications of command decisions and staff actions in matters other than psychological warfare

Psywar planning in support of G-3 operations, plans, and orders

- \* Psywar participation in programs aimed at improving relationships between U.S. personnel and native populations

Psywar missions re occupied, liberated, and enemy civilians

#### Policy Considerations:

Relation of national, theater, and Army directives to psywar plans and policy

Relation of psywar planning to U.S. political, economic, and military commitments

International agreements in relation to psywar: description of UN, NATO, Geneva Conventions

#### Coordination Aspects:

- \* Orienting non-psywar troops to psychological warfare
- \* Orienting commanding officers to support capabilities of psywar
  - Coordinating psywar with the military situation  
(Policies in offense; static situations; retrograde movements)
  - Coordination with other arms, services, and staff sections in psywar planning

#### Logistics Aspects:

- Logistics in psywar planning  
(Units; supplies; indigenous resources; materials; installations; personnel; form and preparation of logistic estimate)

#### Propaganda Aspects:

- Media selection and coordination in psywar planning  
(Selection of media; development of media; employment and mutual support of media)
- Relating themes to over-all propaganda effort, to national and military policy
- Phasing and timing propaganda messages and campaigns
- \* Coordinating dissemination of psywar media
  - General principles for attracting and holding the audience
  - Increasing intelligibility of messages in propaganda dissemination
  - General principles for establishing and maintaining confidence and credibility
- \* General principles of attitude change and relation of attitudes to action

#### Psywar Intelligence

##### External Sources:

- \* Research and development projects in support of psychological warfare operations
  - Other services and national agencies as sources of psywar intelligence: capabilities and limitations  
(Air Force, Navy, CIC, and clandestine sources of intelligence)

Knowledge of G-2 and other intelligence collection activities throughout Army

- \* Employment of order-of-battle information in psywar  
(Responsibility for order-of-battle; filing and use of information; propaganda value)
- \* Propaganda value of enemy documents and material
- \* Strategic intelligence and its relation to psywar  
(Definition of strategic intelligence; organization and operation; relation to psywar)

Documentary and library sources of psywar intelligence

Internal Sources:

Aims and functions of propaganda analysis  
(Raw material for analysis; use of analysis for evaluation of own propaganda; description of trends; propaganda targets; finding propaganda opportunities; enemy techniques, tactics, themes, media, audience, effects)

Methodology for propaganda analysis  
(Content analysis; content categories; methods of measurement; validity and reliability)

Radio monitoring as a source of psywar intelligence: equipment, methods, and mission

Using special area studies as a source of psywar intelligence  
(Content of area studies; value for psywar purposes; methodology of area studies)

Preparation of detailed area studies for psywar

Using public opinion polls and surveys as sources of psywar intelligence

(Prisoner of war polls; civilian polls; framing and pretesting questions; choice of random representative samples, interpretation)

- \* Interrogation of prisoners of war and indigenous personnel by psywar  
(Handling of war prisoners; relation of tactical and strategic interrogations to psywar; information obtained from indigenous personnel)

### Methods and Procedures:

Introduction to psywar intelligence

(Nature of psywar intelligence; relation to military intelligence; types of intelligence required; psywar intelligence methods)

Psychological warfare EEI and collection plan

Keeping the psywar journal and worksheet

Presentation and dissemination of results of intelligence analysis

### Utilization:

Determination of vulnerabilities and target selection from intelligence data

- \* Intelligence for selection of appropriate themes to exploit vulnerabilities

Intelligence for technical aspects of propaganda preparation: adapting language, graphics, artwork, programming, color, layout, design, typography to target audience

Intelligence for media dissemination: selecting target groups and evaluation of reception

- \* Group solidarity as a morale factor in relation to surrender and defection appeals  
(Group organization and membership; the "hard core;" leadership; service conditions; maintenance of solidarity; political control and surveillance)
- \* Evaluating and pretesting propaganda output

### Propaganda Preparation and Production

Propaganda devices: simplification, generalization, bandwagon appeals, appeals to authority, insinuations

News, script, and leaflet writing

- \* Editorial selection of news items and photographs for news sheets and news programs

Technical aspects of propaganda preparation: general principles of use of language, graphics, artwork, programming, color, layout, design, typography, etc.

\* Graphics preparation

Logistic requirements for technical aspects of propaganda preparation

\* Evaluating and pretesting technical aspects of propaganda preparation

Propaganda Reproduction

Technical problems in media reproduction: field recordings, tapes, leaflet reproduction, films, film-strips, still pictures--equipment, maintenance

Logistic requirements for media reproduction: radio, loudspeaker, leaflets, books, films, film strips

Capacities and capabilities of reproduction equipment

\* Evaluation of copy for quality and reproducibility

\* Evaluation of quality of reproduction

Propaganda Dissemination

Announcing radio and loudspeaker programs

\* Coordinating media dissemination with military operations

Technical aspects of equipment for propaganda dissemination: radio--frequencies, radio waves, antennas; leaflets--artillery and aircraft adaptation; loudspeakers--sound waves, amplifiers

Logistic support for radio, loudspeaker, and leaflet dissemination

Tactical considerations and techniques in propaganda dissemination: radio--location for maximum coverage; loudspeaker--deployment, terrain, and weather; leaflets--ballistics, drift and dispersion

Social Sciences

\* Anthropology

(Fields of anthropology; definitions; psywar interest; culture related to man; methods; theories of culture development; prevalent points of view; culture and culture change; universal systems or aspects of culture; implications of cultural similarities and differences for psywar)

- \* Geography and influence of geographical environment on behavior  
(Geographic methodology; major world regions ethnology; geomorphology; climatology and demography; geography and occupation--influence on ways and standards of living; influence of geographical factors on modification and development of culture)
- \* Motivation and drives  
(General introduction; primary and secondary drives; development and relative strength of drives; implications for psywar; modifiability of drives; group and individual differences in motivation)
- \* Sociology: social forces; structure and social change  
(Society from the sociological viewpoint; customs and mores as social forces; major forms of social structure; the primary group; the secondary group; social change as a process; biological, technological, and cultural factors in social change)
- \* Social psychology  
(The field of social psychology; social interaction; uniform and atypical behavior; social character and conformity; social change and group behavior; leadership and leadership techniques; followership)
- \* Religion and philosophy: Indian, Chinese and Far Eastern, Moslem, and Western  
(Great assumptions; distribution; implications for psywar)
- \* Religion as a social force: inspiration, integration, coercion, and guidance  
(Examples from the specific tenets of great religions; implications for psywar)
- \* Totalitarian political ideology and its influence on social character and psychology of Communist populations
- \* Theory of public opinion  
(The concept of public opinion; formation and change of public opinion; use in psywar intelligence; measurement and prediction; techniques; media)
- \* Economics: production, distribution, inflation, and deflation; international and economic relationships; psywar interests in economic relationships  
(Problems of allocation, production, and specialization; market mechanisms; economic distribution and stratification; definition of national income; differential effects of inflation and deflation on various economic groups; division of labor and specialization among nations; control of strategic resources; vulnerabilities in economic relationships)

- \* Political science: government organization; political relations; political parties and pressure groups; international political relationships  
(Nature of government; bases of authority in society; forms and functions of government; implications of political relationships and change for psywar; structure, organization, and function of political parties and pressure groups; nature of international political relationships; controls; international coercion)
- \* Intellectual activity and intellectual elites  
(Fields and functions of intellectual activity; significance for psywar)
- \* Concept of aesthetic expression  
(Forms and functions of aesthetic expression; significance for psywar)



# Appendix B

## DESCRIPTIVE DATA ON MILITARY RATING PERSONNEL

Table B-1

### YEARS OF SERVICE OF MILITARY RATING PERSONNEL

Military Raters	Less than 5 years	5 - 9 Years	10 Years or More	Total
Officers	5	12	8	25
Enlisted men	5	1	5	11
Total	10	13	13	36

Table B-2

### STATUS AND RANK OF MILITARY RATING PERSONNEL

Status	Rank					Total
	PFC-Cpl	Sgt-WO	Lt-Capt	Maj-Col	Cmdr(N)	
Regular			1	1	0	2
Reserve			13	8	2	23
Enlisted	1	6				7
Drafted	4	0				4
Total	5	6	14	9	2	36

Table B-3

PSYWAR SCHOOLS ATTENDED BY RATING OFFICERS

Schools Attended	Number of Officers	
None	8	
One		
Fort Riley	8 )	
Fort Bragg	4 )	15
Georgetown	3 )	
Two		
Bragg and Georgetown	1 )	2
Riley and Georgetown	1 )	
Total		25

## Appendix C

### CLASSIFICATION OF RATERS ACCORDING TO JOB GROUP

#### Plans, Policy, and Commanding Personnel

Chief, Plans and Operations Division, Theater PWSS  
Chief, Plans Branch, Plans and Operations Division, Theater FWSS  
Plans Officer, Plans Branch, Plans and Operations Division,  
Theater PWSS  
Plans Officer, Navy (2)  
Policy Advisor, Policy Advisory Office, Theater PWSS  
CO or Exec, Loudspeaker and Leaflet Company (2)  
Information Supervisor, Operations Branch, Plans and Operations  
Division, Theater PWSS

#### Intelligence Personnel

Chief, Research, Analysis, and Evaluation Division, Theater PWSS  
Chief, Operations Research Section, RB&L Group  
Chief, Intelligence Branch, Army FWSS (2)  
Chief, Research Branch, RA&E Division, Theater PWSS (2)  
Chief, Propaganda Analysis Branch, RA&E Division, Theater PWSS  
Chief, Evaluation Branch, RA&E Division, Theater PWSS  
OIC, Operations Support Branch, Operations Research Section,  
RB&L Group  
OIC, Chinese Area Research Branch, Operations Research Section,  
RB&L Group  
Intelligence Officer, Operations Support Branch, Operations  
Research Section, RB&L Group (2)  
Intelligence Officer, Propaganda and Analysis Office, Intelligence  
Branch, Army FWSS  
Senior Research Analyst, Operations Research Section, RB&L Group  
Social Science Research Assistant, Research Branch, RA&E Division,  
Theater PWSS

#### Propaganda Preparation Personnel

Chief, Projects Branch, Army PWSS  
Radio Officer, Headquarters Company, RB&L Group  
Chief, Visual Division, Operations Section, RB&L Group  
Asst. OIC, Radio Division, Operations Section, RB&L Group  
Editor (Newssheet or Leaflet), Text Branch, Visual Division,  
Operations Section, RB&L Group (2)  
Chief or NOIC, Graphics Branch, Visual Division, Operations  
Section, RB&L Group (2)

Propaganda Preparation Personnel (Continued)

Chief, Audio-Visual Branch, Visual Division, Operations Section,  
RB&L Group  
OIC, Linguists Branch, Radio Division, Operations Section,  
RB&L Group  
OIC, News Writers Branch, Radio Division, Operations Section,  
RB&L Group  
NCOIC, Propaganda Writers Branch, Radio Division, Operations  
Section, RB&L Group  
Writer (Leaflet), Text Branch, Visual Division, Operations  
Section, RB&L Group  
Writer, News Writers Branch, Radio Division, Operations Section,  
RB&L Group  
Writer, Propaganda Writers Branch, Radio Division, Operations  
Section, RB&L Group (2)  
Artist-Illustrator, Text Branch, Visual Division, Operations  
Section, RB&L Group

Operations Personnel

Chief, Operations Branch, Plans and Operations Division,  
Theater PWSS  
Radio Officer, Operations Branch, Plans and Operations Division,  
Theater PWSS  
Visual Media Officer, Plans Branch, Plans and Operations Division,  
Theater PWSS  
Operations Officer, Army PWSS (2)  
Operations Officer, RB&L Group  
Operations NCO, Operations Branch, Plans and Operations Division,  
Theater PWSS  
Operations NCO, Operations Section, RB&L Group  
Platoon Leader, Publications Platoon, Loudspeaker and Leaflet  
Company

Appendix D  
MEAN TOPIC RATINGS

I. RANK ORDER OF MEAN TOPIC RATINGS FOR THE GROUP AS A WHOLE

<u>Rank</u>	<u>Title</u>	<u>Mean Rating</u>
1	Concept of propaganda	3.280
2	General principles for establishing and maintaining confidence and credibility	3.160
3	Totalitarian political ideology and its influence on social character and psychology of Communist populations	3.122
4	Intelligence for selection of appropriate themes	3.080
5	Determination of vulnerabilities and target selection from intelligence data	3.060
6	General principles of propaganda planning	3.040
7	Political science	2.980
8	Sociology	2.980
9	Religion and philosophy	2.959
10	Phasing and timing propaganda messages and campaigns	2.959
11	General principles for attracting and holding the audience	2.880
12	Motivation and drives	2.878
13	Social psychology	2.837
14	Relating themes to over-all propaganda effort, to national and military policy	2.820
15	Leaflets as a propaganda medium	2.820
16	Using special area studies as a source of psywar intelligence	2.800

<u>Rank</u>	<u>Title</u>	<u>Mean Rating</u>
17	Surrender and defection operations	2.800
18	Propaganda value of enemy documents and material	2.800
19	Interrogation of prisoners of war and indigenous personnel by psywar	2.796
20	Newspapers and news sheets as propaganda media	2.780
21	Planning procedures in psywar	2.780
22	International agreements in relation to psywar	2.776
23	News, script, and leaflet writing	2.740
24	Coordinating psywar with the military situation	2.740
25	Strategic intelligence and its relation to psywar	2.720
26	Knowledge of G-2 and other intelligence collection activities throughout Army	2.720
27	Introduction to psywar intelligence	2.720
28	Survey of use of propaganda by Communist and European countries	2.720
29	Counterpropaganda, general principles	2.714
30	General principles of attitude change and relation of attitudes to action	2.700
31	Technical aspects of propaganda preparation	2.700
32	Documentary and library sources of psywar intelligence	2.700
33	Relation of national, theater, and army directives to psywar plans and policy	2.700
34	Group solidarity as a morale factor in relation to surrender and defection appeals	2.694
35	Composition, function, mission, and equipment of operational units	2.680
36	Psychological warfare conducted by other services and national agencies	2.673

<u>Rank</u>	<u>Title</u>	<u>Mean Rating</u>
37	Intelligence for technical aspects of propaganda preparation	2.660
38	Propaganda devices	2.660
39	Research and development projects in support of psychological warfare operations	2.660
40	Psywar staff organizations	2.660
41	Economics	2.653
42	Other services and national agencies as sources of psywar intelligence	2.620
43	Religion as a social force	2.604
44	Defense against enemy propaganda	2.600
45	Increasing intelligibility of messages in propaganda dissemination	2.600
46	Radio as a propaganda medium	2.600
47	Media selection and coordination in psywar planning	2.600
48	Psywar participation in programs aimed at improving relationships between U.S. personnel and native populations	2.600
49	Geography	2.592
50	Relation of psywar planning to U.S. political, economic, and military commitments	2.571
51	Intelligence for media dissemination	2.560
52	Military psychological warfare	2.540
53	Aims and functions of propaganda analysis	2.531
54	Review and evaluation of psywar plans	2.520
55	Theory of public opinion	2.510
56	Psywar missions re occupied, liberated, and enemy civilians	2.500

<u>Rank</u>	<u>Title</u>	<u>Mean Rating</u>
57	Psywar planning in support of G-3 operations, plans, and orders	2.500
58	Editorial selection of news items and photographs for news sheets and news programs	2.469
59	Presentation and dissemination of results of intelligence analysis	2.460
60	Radio monitoring as a source of psywar intelligence	2.460
61	Books, pamphlets, and articles as propaganda media	2.440
62	Posters as a propaganda medium	2.440
63	Evaluating and pretesting propaganda output	2.440
64	Psychological warfare EEI and collection plan	2.440
65	Preparation of detailed area studies for psywar	2.440
66	Guerilla operations and their relation to psywar	2.429
67	Rumor as a propaganda medium	2.420
68	Intellectual activity and intellectual elites	2.408
69	Consolidation operations	2.400
70	Evaluation of leaflet and radio schedules for error and conformity with over-all plans	2.388
71	Coordinating media dissemination with military operations	2.388
72	Description of development of leaflet, radio, and loudspeaker operations from beginning to final evaluation	2.360
73	Coordination with other arms, services, and staff sections in psywar planning	2.340
74	Methodology for propaganda analysis	2.320
75	Coordinating dissemination of psywar media	2.320



<u>Rank</u>	<u>Title</u>	<u>Mean Rating</u>
76	Technical problems in media reproduction	2.286
77	Orienting commanding officers to support capabilities of psywar	2.280
78	Anthropology	2.265
79	Capacities and capabilities of reproduction equipment	2.260
80	Historical survey of use of propaganda as an instrument of national policy	2.260
81	Concept of aesthetic expression	2.245
82	Organization and personnel problems	2.245
83	Logistic requirements for media reproduction	2.240
84	Evaluation of copy for quality and reproducibility	2.220
85	Psychological implications of command decisions and staff actions in matters other than psychological warfare	2.220
86	Using public opinion polls and surveys as sources of psywar intelligence	2.200
87	Employment of order of battle information in psywar	2.180
88	Evaluating and pretesting technical aspects of propaganda preparation	2.143
89	Technical aspects of equipment for propaganda dissemination	2.140
90	Tactical considerations and techniques in propaganda dissemination	2.140
91	Covert operations	2.140
92	Evaluation of quality of reproduction	2.100
93	General principles of army staff organization and procedure	2.100

<u>Rank</u>	<u>Title</u>	<u>Mean Rating</u>
94	Logistics in psywar planning	2.100
95	Loudspeakers as a propaganda medium	2.060
96	Graphics preparation	2.040
97	Orienting non-psywar troops to psychological warfare	1.980
98	Logistic support for radio, loudspeaker, and leaflet dissemination	1.980
99	Communication nets for psywar in a theater of operations	1.960
100	Keeping the psywar journal and worksheet	1.920
101	Logistic requirements for technical aspects of propaganda preparation	1.860
102	Motion pictures as a propaganda medium	1.780
103	Mop-up operations	1.760
104	Psywar in support of amphibious operations	1.740
105	Announcing radio and loudspeaker programs	1.720

II. RANK ORDER OF "MOST IMPORTANT" AND "LEAST IMPORTANT" MEAN TOPIC RATINGS FOR PLANS AND POLICY PERSONNEL

<u>Rank</u>	<u>Title</u>	<u>Mean Rating</u>
1	Planning procedures in psywar	3.556
2	General principles of propaganda planning	3.444
3	Relation of national, theater, and army directives to psywar plans and policy	3.444
4	Review and evaluation of psywar plans	3.444
5	Concept of propaganda	3.333
6	Psywar planning in support of G-3 operations, plans, and orders	3.333

<u>Rank</u>	<u>Title</u>	<u>Mean Rating</u>
7	Psywar staff organizations	3.333
8	Coordination with other arms, services, and staff sections in psywar planning	3.333
9	Coordinating media dissemination with military operations	3.333
10	Coordinating psywar with the military situation	3.222
11	Determination of vulnerabilities and target selection from intelligence data	3.222
12	Phasing and timing propaganda messages and campaigns	3.222
13	Intelligence for selection of appropriate themes	3.222
14	General principles for establishing and maintaining confidence and credibility	3.222
15	Totalitarian political ideology and its influence on social character and psychology of Communist populations	3.222
16	Strategic intelligence and its relation to psywar	3.111
17	Counterpropaganda, general principles	3.111
18	Relating themes to over-all propaganda effort, to national and military policy	3.111
19	Surrender and defection operations	3.111
20	Orienting commanding officers to support capabilities of psywar	3.000
21	Religion and philosophy	3.000
	* * *	
85	Presentation and dissemination of results of intelligence analysis	2.222
86	Using public opinion polls and surveys as sources of psywar intelligence	2.222
87	Motion pictures as a propaganda medium	2.222

<u>Rank</u>	<u>Title</u>	<u>Mean Rating</u>
88	Evaluation of copy for quality and reproducibility	2.222
89	News, script, and leaflet writing	2.222
90	Evaluating and pretesting technical aspects of propaganda preparation	2.222
91	Intelligence for technical aspects of propaganda preparation	2.222
92	Technical problems in media reproduction	2.222
93	Technical aspects of equipment for propaganda dissemination	2.222
94	Concept of aesthetic expression	2.222
95	Methodology for propaganda analysis	2.111
96	Preparation of detailed area studies for psywar	2.111
97	Historical survey of use of propaganda as an instrument of national policy	2.000
98	Organization and personnel problems	2.000
99	Employment of order of battle information in psywar	2.000
100	Mop-up operations	2.000
101	Graphics preparation	2.000
102	Logistic requirements for technical aspects of propaganda preparation	2.000
103	Anthropology	2.000
104	Keeping the psywar journal and worksheet	1.889
105	Announcing radio and loudspeaker programs	1.889

III. RANK ORDER OF "MOST IMPORTANT" AND "LEAST IMPORTANT" MEAN  
TOPIC RATINGS FOR INTELLIGENCE PERSONNEL

<u>Rank</u>	<u>Title</u>	<u>Mean Rating</u>
1	Political science	3.857
2	Documental and library sources of psywar intel- ligence	3.733
3	Knowledge of G-2 and other intelligence-collection activities throughout Army	3.667
4	Intelligence for selection of appropriate themes	3.667
5	Introduction to psywar intelligence	3.600
6	Interrogation of prisoners of war and indigenous personnel by psywar	3.571
7	Determination of vulnerabilities and target selec- tion from intelligence data	3.533
8	Using special area studies as a source of psywar intelligence	3.533
9	Sociology	3.500
10	Totalitarian political ideology and its influence on social character and psychology of Communist populations	3.500
11	Preparation of detailed area studies for psywar	3.467
12	Religion and philosophy	3.429
13	Concept of propaganda	3.400
14	Other services and national agencies as sources of psywar intelligence	3.400
15	Presentation and dissemination of results of intelligence analysis	3.400
16	Radio monitoring as a source of psywar intelligence	3.400
17	Aims and functions of propaganda analysis	3.357

<u>Rank</u>	<u>Title</u>	<u>Mean Rating</u>
18	Economics	3.357
19	Methodology for propaganda analysis	3.333
20	General principles of propaganda planning	3.267
21	Research and development projects in support psychological warfare operations	3.267
	* * *	
85	Mop-up operations	1.933
86	Evaluating and pretesting technical aspects of propaganda preparation	1.733
87	Coordinating dissemination of psywar media	1.933
88	Organization and personnel problems	1.929
89	Editorial selection of news items and photographs for news sheets and news programs	1.929
90	Tactical considerations and techniques in propa- ganda dissemination	1.300
91	Logistics in psywar planning	1.733
92	Technical aspects of equipment for propaganda dissemination	1.733
93	Communication nets for psywar in a theater of operations	1.667
94	Psywar in support of amphibious operations	1.667
95	Graphics preparation	1.600
96	Announcing radio and loudspeaker programs	1.533
97	Logistic requirements for technical aspects of propaganda preparation	1.467
98	Logistic requirements for media reproduction	1.467
99	Motion pictures as a propaganda medium	1.400
100	Evaluation of copy for quality and reproducibility	1.400

<u>Rank</u>	<u>Title</u>	<u>Mean Rating</u>
101	Evaluation of leaflet and radio schedules for error and conformity with over-all plans	1.400
102	Technical problems in media reproduction	1.267
103	Capacities and capabilities of reproduction equipment	1.267
104	Evaluation of quality of reproduction	1.200
105	Logistic support for radio, loudspeaker, and leaflet dissemination	1.200

IV. RANK ORDER OF "MOST IMPORTANT" AND "LEAST IMPORTANT" MEAN TOPIC RATINGS FOR PROPAGANDA PREPARATION PERSONNEL

<u>Rank</u>	<u>Title</u>	<u>Mean Rating</u>
1	General principles for establishing and maintaining confidence and credibility	3.647
2	General principles for attracting and holding the audience	3.529
3	Concept of propaganda	3.471
4	News, script, and leaflet writing	3.471
5	Technical aspects of propaganda preparation	3.353
6	Motivation and drives	3.235
7	Totalitarian political ideology and its influence on social character and psychology of Communist populations	3.235
8	Propaganda devices	3.176
9	Religion and philosophy	3.059
10	Editorial selection of news items and photographs for news sheets and news programs	3.000
11	Sociology	3.000
12	Propaganda value of enemy documents and material	2.941

Rank

13	Intelligence for technical aspects of propaganda preparation	2.941
14	Social psychology	2.941
15	General principles of propaganda planning	2.882
16	Relating themes to over-all propaganda effort, to national and military policy	2.882
17	Intelligence for selection of appropriate themes	2.882
18	Increasing intelligibility of messages in propaganda dissemination	2.882
19	Phasing and timing propaganda messages and campaigns	2.875
20	Determination of vulnerabilities and target selection from intelligence data	2.824
21	Counterpropaganda, general principles	2.824
	* * *	
85	Logistic support for radio, loudspeaker, and leaflet dissemination	1.941
86	Methodology for propaganda analysis	1.882
87	Radio monitoring as a source of psywar intelligence	1.882
88	Motion pictures as a propaganda medium	1.824
89	Coordinating media dissemination with military operations	1.812
90	Communication nets for psywar in a theater of operations	1.765
91	Psywar staff organizations	1.765
92	Psychological warfare EEI and collection plan	1.765
93	Employment of order of battle information in psywar	1.765
94	Logistic requirements for technical aspects of propaganda preparation	1.765
95	Covert operations	1.706



<u>Rank</u>	<u>Title</u>	<u>Mean Rating</u>
96	Tactical considerations and techniques in propaganda dissemination	1.706
97	Logistics in psywar planning	1.647
98	Announcing radio and loudspeaker programs	1.647
99	Coordination with other arms, services, and staff sections in psywar planning	1.529
100	Orienting non-psywar troops to psychological warfare	1.471
101	General principles of army staff organization and procedure	1.412
102	Mop-up operations	1.412
103	Loudspeakers as a propaganda medium	1.412
104	Psywar in support of amphibious operations	1.176
105	Keeping the psywar journal and worksheet	1.118

V. RANK ORDER OF "MOST IMPORTANT" AND "LEAST IMPORTANT" MEAN TOPIC RATINGS FOR OPERATIONS PERSONNEL

<u>Rank</u>	<u>Title</u>	<u>Mean Rating</u>
1	Composition, function, mission, and equipment of operational units	3.778
2	Leaflets as a propaganda medium	3.444
3	Psywar staff organizations	3.333
4	Evaluation of leaflet and radio schedules for error and conformity with over-all plans	3.333
5	Logistic requirements for media reproduction	3.333
6	Newspapers and news sheets as propaganda media	3.222
7	Capacities and capabilities of reproduction equipment	3.222
8	Organization and personnel problems	3.111

<u>Rank</u>	<u>Title</u>	<u>Mean Rating</u>
9	Coordinating psywar with the military situation	3.111
10	Phasing and timing propaganda messages and campaigns	3.111
11	Technical problems in media reproduction	3.111
12	Technical aspects of equipment for propaganda dissemination	3.111
13	Tactical considerations and techniques in propaganda dissemination	3.111
14	Description of development of leaflet, radio, and loudspeaker operations from beginning to final evaluation	3.111
15	Military psychological warfare	3.000
16	Logistics in psywar planning	3.000
17	Psywar planning in support of G-3 operations, plans, and orders	3.000
18	Coordination with other arms, services, and staff sections in psywar planning	3.000
19	Media selection and coordination in psywar planning	3.000
20	Evaluation of quality of reproduction	3.000
21	Coordinating media dissemination with military operations	3.000
	* * *	
85	Concept of aesthetic expression	2.111
86	Survey of use of propaganda by Communist and European countries	2.000
87	Psychological warfare FEI and collection plan	2.000
88	Presentation and dissemination of results of intelligence analysis	2.000
89	Guerrilla operations and their relation to psywar	2.000

<u>Rank</u>	<u>Title</u>	<u>Mean Rating</u>
90	Evaluating and pretesting technical aspects of propaganda preparation	2.000
91	Announcing radio and loudspeaker programs	2.000
92	Group solidarity as a morale factor in relation to surrender and defection appeals	2.000
93	Anthropology	2.000
94	Religion and philosophy	2.000
95	Religion as a social force	2.000
96	Intellectual activity and intellectual elites	2.000
97	Historical survey of use of propaganda as an instrument of national policy	1.889
98	Using public opinion polls and surveys as sources of psywar intelligence	1.889
99	Mop-up operations	1.889
100	Motion pictures as a propaganda medium	1.389
101	Geography	1.889
102	Aims and functions of propaganda analysis	1.778
103	Documentary and library sources of psywar intelligence	1.778
104	Methodology for propaganda analysis	1.667
105	Preparation of detailed area studies for psywar	1.556

## Appendix E

### TOPICS RATED "MOST IMPORTANT"

The topics were rank-ordered according to their mean ratings as determined for each job group. On each list the top 20 per cent of the topics were designated as "most important" (+) for that group, and the bottom 20 per cent as "least important" (-).

Topic	Plans and Policy	Intel- ligence	Propa- ganda Prepa- ration	Opera- tions
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1. Topics Rated "Most Important"  
by Three Job Groups

Concept of propaganda	+	+	+	
Totalitarian political ideology and its influence on social character and psychology of Communist populations	+	+	+	
Intelligence for selection of appropriate themes	+	+	+	
General principles of propaganda planning	+	+	+	
Determination of vulnerabilities and target selection from intelligence data	+	+	+	
Religion and philosophy	+	+	+	-
Phasing and timing propaganda messages and campaigns	+		+	+

Topic	Plans and Policy	Intel- ligence	Propa- ganda Prepa- ration	Opera- tions
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2. Topics Rated "Most Important"  
by Only Two Job Groups

General principles for establishing and maintaining confidence and credibility	+		+	
Relating themes to over-all propaganda effort, to national and military policy	+		+	
Counterpropaganda	+		+	
Psywar staff organizations	+			+
Coordinating psywar with the military situation	+			+
Psywar planning in support of G-3 operations, plans, and orders	+		-	+
Coordination with other arms, services, and staff sections in psywar planning	+		-	+
Coordinating media dissemination with military operations	+		-	+
Sociology		+	+	

3. Topics Rated "Most Important"  
by Only One Job Group

Planning procedures in psywar	+
Relation of national, theater, and army directives to psywar plans and policy	+
Review and evaluation of psywar plans	+

Topic	Plans and Policy	Intel- ligence	Propa- ganda Prepa- ration	Opera- tions
Strategic intelligence and its relation to psywar	+			
Surrender and defection operations	+			
Orienting commanding officers to support capabilities of psywar	+			
Political science		+		
Knowledge of G-2 and other intelligence-collection activities throughout Army		+		
Introduction to psywar intel- ligence		+		
Interrogation of prisoners of war and indigenous personnel by psywar		+		
Using special area studies as a source of psywar intelligence		+		
Other services and national agencies as sources of psywar intelligence		+		
Economics		+		
Research and development pro- jects in support of psycho- logical warfare operations		+		
Documentary and library sources of psywar intelligence		+		-
Aims and functions of propaganda analysis		+		-
Radio monitoring as a source of psywar intelligence		+	-	

Topic	Plans and Policy	Intel- ligence	Propa- ganda Prepa- ration	Opera- tions
Preparation of detailed area studies for psywar	—	+		—
Presentation and dissemination of results of intelligence analysis	—	+		—
Methodology for propaganda analysis	—	+	—	—
General principles for attracting and holding the audience			+	
Technical aspects of propaganda preparation			+	
Motivation and drives			+	
Propaganda devices			+	
Propaganda value of enemy documents and material			+	
Social psychology			+	
Increasing intelligibility of messages in propaganda dissemination			+	
News, script, and leaflet writing	—		+	
Intelligence for technical aspects of propaganda preparation	—		+	
Editorial selection of news items and photographs for news sheets and news programs		—	+	

Topic	Plans and Policy	Intel- ligence	Propa- ganda Prepa- ration	Opera- tions
Composition, function, mission, and equipment of operational units				+
Leaflets as a propaganda medium				+
Newspapers and newssheets as propaganda media				+
Description of development of leaflet, radio, and loudspeaker operations from beginning to final evaluation				-
Military psychological warfare				+
Media selection and coordina- tion in psywar planning				+
Evaluation of leaflet and radio schedules for error and conformity with over- all plans		-		+
Logistic requirements for media reproduction		-		+
Capacities and capabilities of reproduction equipment		-		+
Evaluation of quality of reproduction		-		+
Organization and personnel problems	-	-		+
Technical problems in media reproduction	-	-		+



Topic	Plans and Policy	Intel- ligence	Propa- ganda Prepa- ration	Opera- tions
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Technical aspects of equip-  
ment for propaganda dis-  
semination

+

-

+

Tactical considerations  
and techniques in propa-  
ganda dissemination

-

-

+

Logistics in psywar  
planning

-

-

+

## Appendix F

### TOPICS RATED "LEAST IMPORTANT"

The topics were rank-ordered according to their mean ratings as determined for each job group. On each list the top 20 per cent of the topics were designated as "most important" (+) for that group, and the bottom 20 per cent as "least important" (-).

Topic	Plans and Policy	Intel- ligence	Propa- ganda Prepa- ration	Opera- tions
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#### 1. Topics Rated "Least Important" by Three or More Job Groups

Announcing radio and loud-speaker programs	-	-	-	-
Mop-up operations	-	-	-	-
Motion pictures as a propaganda medium	-	-	-	-
Logistic requirements for technical aspects of propaganda preparation	-	-	-	
Evaluating and pretesting technical aspects of propaganda preparation	-	-		-
Methodology for propaganda analysis	-	+	-	-

#### 2. Topics Rated "Least Important" by Only Two Job Groups

Graphics preparation	-	-
Evaluation of copy for quality and reproducibility	-	-

Topic	Plans and Policy	Intel- ligence	Propa- ganda Prepa- ration	Opera- tions
Keeping the psywar journal and worksheet	—		—	
Employment of order of battle information in psywar	—		—	
Historical survey of use of propaganda as an instrument of national policy	—			—
Anthropology	—			—
Using public opinion polls and surveys as sources of psywar intelligence	—			—
Concept of aesthetic expression	—			—
Psywar in support of amphib- ious operations		—	—	
Logistic support for radio, loudspeaker, and leaflet dissemination		—	—	
Communication nets for psywar in a theater of operations		—	—	
Psychological warfare EEI and collection plan			—	—
Organization and personnel problems	—	—		+
Technical problems in media reproduction	—	—		+
Technical aspects of equipment for propaganda dissemination	—	—		+
Preparation of detailed area studies for psywar	—	+		—

Topic	Plans and Policy	Intel- ligence	Propa- ganda Prepa- ration	Opera- tions
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Presentation and dissemination of results of intelligence analysis

— + —

Logistics in psywar planning

— — +

Tactical considerations and techniques in propaganda dissemination

— — +

3. Topics Rated "Least Important"  
by Only One Job Group

Intelligence for technical aspects of propaganda preparation

— +

News, script, and leaflet writing

— +

Coordinating dissemination of psywar media

—

Editorial selection of news items and photographs for news sheets and news programs

— +

Evaluation of quality of reproduction

— +

Capacities and capabilities of reproduction equipment

— +

Evaluation of leaflet and radio schedules for error and conformity with over-all plans

— +

Logistic requirements for media reproduction

— +

Topic	Plans and Policy	Intel- ligence	Propa- ganda Prepa- ration	Opera- tions
Loudspeakers as a propaganda medium			—	
General principles of army staff organization and procedure			—	
Orienting non-psywar troops to psychological warfare			—	
Covert operations			—	
Radio monitoring as a source of psywar intelligence		+	—	
Geography and influence of geographical environment on behavior				—
Intellectual activity and intellectual elites				—
Religion as a social force				—
Group solidarity as morale factor in relation to surrender and defection appeals				—
Guerrilla operations and their relation to psywar				—
Survey of use of propaganda by Communist and European countries				—
Documentary and library sources of psywar intelligence		+		—
Aims and functions of propaganda analysis		+		—

## Appendix G

### Classification of Job Activities and Curriculum Content

#### I. INTELLIGENCE AND REPORTING

This section covers the handling of intelligence and other information. Activities are categorized according to the general sequence of their occurrence--planning and arranging to get and use the information, actually getting it, organizing it, evaluating it, and analyzing and reporting it.

##### A. Planning and Arranging for Procurement and Utilization of Information

DEFINITION: performing necessary or desirable preliminaries to the actual procurement or utilization of any kind of information

EXAMPLES: preparing intelligence plans; developing EEI's; reviewing, briefing, and maintaining liaison with various information sources

CONTENT: (1) material on the nature of intelligence--scope, objectives, functions, and types  
(2) material on the intelligence process--steps, procedures, basic considerations, and activities involved in  
(3) material on the types of intelligence sources--value and purposes of using each, considerations affecting the selection of a source to be used

##### B. Procuring Information

DEFINITION: actively procuring specific kinds of desired information

EXAMPLE: supervising the obtaining of information

CONTENT: material on suggested sources of the specific kinds of information needed in various actual situations

1. Consulting Army and outside agencies

DEFINITION: obtaining information from various internal and external agencies in the form of documents, reports, etc.

EXAMPLES: obtaining information on disposition of friendly units from G-3; obtaining photos suitable for propaganda use from Division Signal Officer; consulting outside channels for answers to other kinds of specific questions

CONTENT: material on specific agencies and organizations--scope of their intelligence activities; their value as sources of psywar information; procedures and channels for procuring information from them

2. Initiating and conducting research

DEFINITION: obtaining information from the performance of various kinds of research

EXAMPLES: initiating research projects to study enemy vulnerabilities; advising on research problems

CONTENT: (1) material on area studies--nature and scope; value as source of psywar information; methodological principles and general procedures  
(2) material on surveys, polls, and panels--nature and scope; value as sources of psywar information; general methodological principles and procedures  
(3) material on propaganda analysis--nature and scope; value as source of psywar information; general methodological principles and procedures

3. Interrogating prisoners

DEFINITION: obtaining information from the interrogation of prisoners

EXAMPLES: conducting interrogations to supplement G-2 interrogation reports; supervising psywar interrogation teams

CONTENT: material on prisoners of war--value as source of psywar information; general procedures for handling prisoners; responsibility for utilizing information from prisoners

4. Reading and/or analyzing written material

DEFINITION: obtaining information from the review and/or analysis of reports and other kinds of written material

EXAMPLES: reviewing intelligence summaries to get information regarding location of rear area troops; reading intelligence reports in order to pick up vulnerabilities; reviewing sundry news sources to keep abreast of the world situation

CONTENT: (1) material on enemy documents--general nature and value as sources of psywar information  
(2) material on specific intelligence and operations reports--value as sources of psywar information

5. Monitoring

DEFINITION: obtaining information by monitoring

EXAMPLES: none

CONTENT: material on monitoring--suggested methods and procedures for obtaining psywar information by monitoring

C. Receiving Information /passively receiving information, with no indication of a desire for or the initiation of its active procurement or subsequent utilization/

1. Attending briefings and meetings

DEFINITION: receiving oral information at various kinds of meetings

EXAMPLES: attending G-3 briefings; attending Group Section Chiefs' weekly meetings

CONTENT: none



## 2. Receiving various documents and reports

DEFINITION: receiving written information

EXAMPLES: receiving daily reports from section leaders; receiving printing orders; receiving contingency scripts

CONTENT: none

## D. Organizing Information

DEFINITION: systematizing and classifying information in some specific manner (but not analyzing, summarizing, or reporting it)

EXAMPLES: see below

CONTENT: material on the nature, value, and importance of the psywar intelligence journal and worksheet

### 1. Keeping records

DEFINITION: organizing material according to a non-topical scheme, such as frequency of use, chronology of occurrence, etc.

EXAMPLES: keeping records of when and how what targets were hit; maintaining a record of Army leaflets; keeping a record of the frequency of use of various themes; filing and recording radio scripts, transcriptions, and program material

CONTENT: material on the leaflet record and the psywar intelligence journal--purposes, forms, procedures and methods of preparation

### 2. Developing and maintaining topical files

DEFINITION: organizing material according to topic or subject matter

EXAMPLES: developing a file of materials on vulnerabilities of enemy units; cataloguing and filing pertinent information; supervising maintenance of files of materials received

CONTENT: material on the psywar intelligence worksheet--purpose, form, procedures and methods of preparation

## E. Evaluating Information

DEFINITION: placing value judgments on various kinds of written material or information for various purposes

EXAMPLES: evaluating data to see if it is valid and worth using; reviewing research reports for form and content; screening incoming material to facilitate appropriate comment and referral; evaluating technical publications concerning psywar

CONTENT: material on evaluating, rating, and classifying the security of intelligence data and enemy documents--purposes, importance, and value of; principles and procedures involved in

## F. Reporting Information

DEFINITION: preparing information for presentation to others

EXAMPLE: submitting reports to Chief of the Division

CONTENT: see below

### 1. Preparing activities and operations summaries

DEFINITION: reporting on previous operations or other kinds of activities

EXAMPLES: preparing weekly report of Leaflet Division activities; writing reports on loudspeaker operations and equipment; writing psywar annex to Corps Operations Report

CONTENT: none

### 2. Preparing research and guidance-type reports

DEFINITION: reporting on the results of planning, research, or the analysis of various kinds of information

EXAMPLES: writing section on target selection for Weekly Intelligence Summary; writing operations research reports; preparing weekly summary of themes for use in coming week; preparing weekly vulnerability report

**CONTENT:** material on the preparation of estimates, plans, and reports--value, scope, and objectives of, and forms, guiding principles, and procedures for preparing estimates (intelligence, psychological warfare, logistical), plans (intelligence-collection plan, psywar plan and annex), and reports (staff studies, interrogation reports, propaganda analysis reports, other intelligence reports)

### 3. Preparing and/or conducting oral briefings

**DEFINITION:** reporting orally on various topics or situations

**EXAMPLES:** giving weekly OB briefing; informing loudspeaker team members of current tactical information; conducting weekly operational briefings on plans and enemy vulnerabilities

**CONTENT:** none

## II. PLAN DEVELOPMENT

This section covers the conception, development, and preparation of all psywar plans. Activities are categorized first according to the level of decision-making involved--developing broad over-all plans, preparing plans for leaflet operations, radio operations, and loudspeaker operations--and then, within each of these groups, according to the general sequence of their occurrence.

### A. Developing Over-all Plans

**DEFINITION:** formulating policy for, directing, conducting, and evaluating the over-all development of all types of broad psywar plans

**EXAMPLES:** formulating new policies on new topics; advising on all types of planning; determining the need for new or special operational plans; reviewing drafts of plans prepared by others; approving broad psywar campaigns

- CONTENT: (1) material on the nature of psywar planning--basic planning factors, principles, forms, and procedures
- (2) material on the scope of psywar operations--characteristics, objectives, problems, basic principles, procedures, and considerations involved in planning for the use of psywar in large-scale, emergency, consolidation, counter-propaganda, and guerrilla operations

1. Effecting coordination and liaison necessary for plan development

DEFINITION: coordinating psywar planning and activities with various internal and external agencies

EXAMPLES: coordinating psywar activities with unit commanders; coordinating plans and guidances with other agencies in the field; effecting required coordination with hardware and air operations; maintaining liaison with other psywar units; advising commander on all matters pertaining to operation of radio stations and networks; coordinating plans for radio operations with other psywar operations

CONTENT: material on coordination needed in developing psywar plans--nature, scope, importance, purposes, and responsibility and procedures for maintenance of various kinds of necessary coordination

2. Expediting planning activities

DEFINITION: aiding in or facilitating the actual preparation of plans

EXAMPLES: arranging planning meetings; assigning planning tasks and responsibilities; arranging for proper handling of any actions assigned to Plans Branch

CONTENT: (1) material on procuring policy guidance

(2) material on phasing the planning schedule

### 3. Preparing the propaganda campaign

DEFINITION: planning the propaganda (substantive) aspects of the over-all campaign (determining themes, approaches, vulnerabilities, media, targets, etc.)

EXAMPLES: determining potentially active issues; developing plans to exploit specific vulnerabilities; preparing planning guidances on specific themes and propaganda slants to be used; recommending or selecting targets to be hit

CONTENT:

- (1) material on the general development of a propaganda campaign--general principles, procedures, and factors involved
- (2) material on propaganda approaches--nature, objectives, value, and general principles governing the use of various approaches in propaganda campaigns
- (3) material on propaganda themes--meaning, function, development, and general principles for selecting themes used in a propaganda campaign
- (4) material on vulnerabilities--principles and procedures for selecting vulnerabilities to be exploited in a propaganda campaign
- (5) material on propaganda media--general nature and value of the major propaganda media; factors influencing the selection of media used in a propaganda campaign

### 4. Arranging for implementation of over-all plans

DEFINITION: performing necessary preliminaries to the actual implementation of over-all psywar plans

EXAMPLES: assigning priorities to various parts of the psywar operation; conferring on and directing implementation of current plans; making decisions on future implementation of plans

CONTENT: material on the function of the order system (in transmitting plans for psywar operations)

#### 5. Handling operational problems and procedures

DEFINITION: eliminating operational difficulties, by interpreting and clarifying plans and policies, devising and checking current and new operational schedules and procedures, etc.

EXAMPLES: answering questions about operational plans; conferring about or deciding on interpretation of policy; checking weekly schedules for conformity with over-all plans; devising new operational procedures

CONTENT: none

#### B. Planning Leaflet Operations

DEFINITION: developing plans for all aspects of leaflet operations

EXAMPLES: preparing and obtaining approval for Leaflet Division weekly operational plan; informing leaflet personnel of procedural and policy decisions; conferring on special leaflet requests

CONTENT: material on the scope of leaflet operations-- general mission and scope of strategic (theater-level), tactical (Army-level), and consolidation leaflet operations

##### 1. Planning for leaflet preparation

DEFINITION: planning for the language, printed medium, content, and general textual and graphic approaches to be used, and scheduling and assigning the preparation work

EXAMPLES: deciding what type of written medium should be used to exploit general plans; conferring with appropriate officers on general textual and graphic approach to use; selecting potential news sheet items; preparing work schedules

CONTENT: (1) material on types of leaflets--general nature, purposes, value, and principles governing the use of various types of leaflets

(2) material on leaflet art media--general nature, characteristics, and principles governing the use of various types of leaflet art media

## 2. Planning for leaflet reproduction

DEFINITION: planning for the reproduction of leaflets

EXAMPLES: determining quantity of leaflets to be printed; scheduling the printing of new leaflets

CONTENT: material on the nature of leaflet reproduction--the stages in leaflet reproduction; logistical requirements and problems in planning leaflet reproduction; general nature and value of various reproduction methods

## 3. Planning for leaflet dissemination

DEFINITION: planning for the dissemination of leaflets

EXAMPLES: selecting leaflets to be used; determining number of leaflets to be dropped; indicating specific targets for air drop of specific leaflets; preparing weekly drop schedules

CONTENT: (1) material on methods of leaflet dissemination--characteristics, capabilities, and advantages of the various conventional and unconventional methods of surface and air dissemination

(2) material on planning for leaflet dissemination--principles and procedures to follow; basic elements to include

### C. Planning Loudspeaker Operations

DEFINITION: developing plans for loudspeaker operations and activities

EXAMPLES: recommending tactical operations with which teams should coordinate; requesting or determining specific location of teams; assigning and scheduling the team's tasks; recommending content of broadcasts

CONTENT: (1) material on the scope of loudspeaker operations--mission, characteristics, and capabilities of airborne, tank-mount, wheeled-vehicle, consolidation, and mop-up loudspeaker operations

(2) material on planning for loudspeaker operations--steps involved; basic elements to consider; procedures to follow

### D. Planning Radio Operations

DEFINITION: developing plans for all aspects of radio operations

EXAMPLES: planning and conferring about programs to be broadcast; directing the station's program activity to insure adequate and balanced presentation of material and program types; coordinating policy on strategic broadcasting with VOA broadcasts

CONTENT: (1) material on the scope of radio operations--mission, characteristics, and capabilities of tactical, strategic, and consolidation radio, black vs. gray radio, field recordings, and jamming

(2) material on planning for radio operations--general principles and procedures to follow; basic elements to consider



## 1. Planning for program preparation

DEFINITION: planning (conferring about, selecting, etc.) broadcast targets, language, themes, emphasis, type of program, and music to be used

EXAMPLES: selecting target and language for radio broadcasts; deciding on themes to be used in coming week; determining type of program (news, commentary, documentary panel, dramatic) to be used; suggesting emphasis (primary, secondary, continuing) to be given coming week's themes

CONTENT: material on types of radio programs--nature, capabilities, and value of the major types of radio programs; general principles and considerations involved in utilizing each

## 2. Planning for program production

DEFINITION: planning for the production and broadcasting of programs

EXAMPLES: scheduling programs to be broadcast; selecting broadcasting frequency to be used; determining amount of time to be spent broadcasting to particular targets; assigning producer to script; casting the program

CONTENT: material on the nature of radio production--purpose, scope, and importance of production; procedures and activities involved in planning for production

## III. PROPAGANDA PREPARATION

This section covers the actual preparation and production of written, graphic, and spoken propaganda material. Activities are categorized according to the general sequence of their occurrence--assigning the work and checking its progress, supervising and coordinating it, actually doing it, evaluating it, and last, obtaining approval for it.

### A. Assigning and Checking Progress of Preparation Work

DEFINITION: assigning preparation jobs to writers, artists, translators, etc., and insuring their completion on time

**EXAMPLES:** assigning items for news sheet to enlisted editor for writing; assigning artist to illustrate leaflet; assigning task of translating texts and scripts to translator; scheduling and assigning radio script-writing tasks; checking development of leaflets to be sure deadlines will be met

**CONTENT:** none

**B. Supervising and Coordinating Preparation of Material**

**DEFINITION:** coordinating and supervising the preparation and revision of propaganda material (texts, scripts, translations, art work, calligraphy, layouts, etc.)

**EXAMPLES:** conferring with foreign advisors on meaning of texts to be translated; coordinating work of calligraphers and other graphics personnel; supervising preparation of drafts of texts; advising on preparation of radio scripts and programs; supervising work of radio script writers and translators; conferring with graphics officer on proposed layout

**CONTENT:** none (see III C)

**C. Preparing the Material**

**DEFINITION:** physically preparing written, graphic, and spoken propaganda material

**EXAMPLES:** writing news sheet editorials, leaflet texts, loudspeaker scripts, radio scripts, sketching preliminary visual; preparing layout for proposed leaflet; preparing radio programs

**CONTENT:** (1) material on propaganda techniques--purposes, characteristics, capabilities, and principles governing utilization of various methods and techniques for writing overt, covert, consolidation, and counter propaganda

- (2) material on graphics techniques--  
purposes, characteristics, capabilities, and principles governing utilization of various color, artwork, and layout techniques
- (3) material on preparing loudspeaker scripts--general principles
- (4) material on preparing radio scripts--  
basic principles of and suggested format for radio (aural) writing; form, content, purpose, value, and principles governing utilization and preparation of various kinds of radio programs (dramas, regular and special news programs, announcements, speeches, and interviews)
- (5) material on preparing leaflet texts--  
value, form, essential elements, and principles governing preparation of various kinds of leaflets (newspapers, news sheets, safe conduct passes, and surrender leaflets)

#### D. Reviewing and Inspecting Material Produced

DEFINITION: checking completed texts, scripts, and graphic presentations for various purposes

EXAMPLES: inspecting leaflet and news sheet texts and art work for approval or rejection; consulting foreign advisors on adequacy of finished product; editing and approving news sheet items; checking accuracy of translations; checking completed radio scripts; reviewing programs for policy and treatment

CONTENT: none (see III C)

#### E. Obtaining Final Approval of Material Produced

DEFINITION: submitting, forwarding, or circulating completed written and graphic material for approval and/or recommendations

**EXAMPLES:** submitting tentative texts and editorials to OIC for recommendations; submitting edited and tentatively approved stories for approval of superior officers; circulating finished visuals for approval; forwarding leaflets to higher ranking officers for final approval; getting scripts approved

**CONTENT:** none

#### **IV. REPRODUCTION**

This section covers coordination, planning, and supervision relevant to the various reproduction processes. Activities are categorized according to type of reproduction, in the general sequence of their occurrence.

##### **A. Effecting Necessary Coordination with Higher Headquarters**

**DEFINITION:** coordinating reproduction activities with other phases of the total operation

**EXAMPLES:** maintaining liaison with Group headquarters to insure reproducibility of copy; advising them on procedures for insuring efficient and economical operations; informing them of progress being made on printing jobs; informing Division psy-war personnel which leaflets will be available; returning copy after completion of job

**CONTENT:** none

##### **B. Planning and Supervising Reproduction of Written Material**

**DEFINITION:** planning for, assigning, supervising, and checking the production of printed propaganda material

**EXAMPLES:** checking incoming copy for quality, reproducibility, and inclusion of complete job instructions and specifications; planning number of hours and types of press to be used for running the job; calculating quantity and quality of paper to be used;

assigning personnel in most appropriate working units; maintaining check on jobs in progress to make sure deadlines are met; keeping constant check on over-all quality of production; keeping over-all check on all supplies

CONTENT: material on the reproduction process-- steps and procedures involved in reproducing printed material; responsibility for planning and coordination of reproduction operations

#### C. Planning and Supervising Reproduction of Spoken Material

DEFINITION: supervising tape-recording and electrical transcriptions

EXAMPLES: supervising prisoner tape recordings; supervising tape-recorded programs; seeing that dramatic programs are transcribed

CONTENT: material on characteristics and relative capabilities of magnetic tape vs. disc recorders

### V. DISSEMINATION

This section covers activities involved in arranging for and expediting the various dissemination processes. Activities are categorized according to dissemination method.

#### A. Arranging for Air Leaflet Dissemination

DEFINITION: arranging for and expediting dissemination of leaflets by air

EXAMPLES: allotting number of bombs to be dropped on various target areas; plotting actual flight course on map and reporting coordinates to Air Section; maintaining liaison with AF Bomb Group to insure carrying out of bomb drop schedule and picking up of empty bombs

CONTENT: material on conducting air dissemination of leaflets--technical considerations affecting the utilization and operation of various methods of air leaflet dissemination

B. Arranging for Surface Leaflet Dissemination

DEFINITION: arranging for and expediting dissemination of leaflets by artillery or other ground weapons

EXAMPLES: designating close-in targets for artillery dissemination; effecting necessary coordination with artillery units; procuring and maintaining supply of leaflet shells

CONTENT: material on conducting artillery dissemination of leaflets--procedures involved and technical considerations affecting the utilization and operation of various methods of artillery leaflet dissemination

C. Arranging for Leaflet Dissemination by Patrols

DEFINITION: arranging for and expediting dissemination of leaflets by members of patrols

EXAMPLE: sending leaflets to regimental psywar officer for patrol dissemination

CONTENT: none

D. Arranging for Loudspeaker Dissemination

DEFINITION: arranging for and expediting ground and air loudspeaker missions

EXAMPLES: insuring that ground loudspeaker teams adequately cover the various Corps areas; directing teams to locate in designated Regimental sector; determining location in area from which team is to operate; obtaining coordinates for voice-cast missions

**CONTENT:** material on conducting loudspeaker broadcasts--basic principles, suggested procedures, and technical considerations in conducting loudspeaker missions

**E. Arranging for Radio Dissemination (Transmission)**

**DEFINITION:** arranging for and expediting production and broadcasting of radio programs

**EXAMPLES:** arranging for procurement and maintenance of necessary office, studio, and technical facilities and equipment; rehearsing and timing programs; supervising announcers and actors; supervising the broadcasting of the program

**CONTENT:** material on conducting radio broadcasts--principles, procedures, activities, and technical considerations in producing and broadcasting radio programs

**VI. ADMINISTRATION**

This section covers all parts of the psywar job that are not peculiar to psywar alone--that occur in any military unit or operation. Although the individual activity may, itself, be psywar-related, the type of behavior it represents has no inherent or exclusive relationship to psychological warfare.

**A. Handling Administrative Details**

**DEFINITION:** performing, expediting, or supervising various clerical, administrative, routing, distribution, or similar functions

**EXAMPLES:** preparing routine correspondence, DF's, or reports; maintaining and supervising distribution of research reports; seeing that requests for intelligence information are fulfilled or denied; seeing that all unit reports are in on time; checking and entering instructions on, stamping, and filing printing-job records

CONTENT: none

B. Handling Personnel Actions

DEFINITION: performing, recommending, or supervising the requisitioning, interviewing, assignment, administration, and/or transfer of personnel

EXAMPLES: supervising administration of personnel in the Division; visiting field units to check on all officer personnel requirements, vacancies, transfers; requisitioning needs; procuring personnel needed for rate broadcast equipment; interviewing and recommending assignments for incoming officer personnel; determining salaries to be paid to indigenous radio-script translators

- CONTENT: (1) material on psywar personnel--the qualifications and attributes needed to perform certain specific psywar jobs
- (2) material on indigenous personnel--general policies and procedures for utilizing indigenous personnel (as well as indigenous material, installations, and resources)

C. Handling Housekeeping Activities

DEFINITION: maintaining or supervising the satisfaction of the daily living requirements of company, loudspeaker, civilian, or other personnel

EXAMPLES: supervising maintenance of sick book, morning report, and company funds; supervising payment, passports, rations, and billeting of civilians; arranging for living quarters, messing facilities, and delivery of mail, pay, and personal equipment of loudspeaker team members; ordering funds needed by the company each month



CONTENT: none

D. Handling Organizational Problems

DEFINITION: performing or aiding in the alleviation of organizational problems and difficulties

EXAMPLES: conferring about organizational problems; recommending organizational changes

CONTENT: none

E. Handling Training and Orientation Activities

DEFINITION: performing, expediting, or supervising the orientation and/or training of various kinds of personnel

EXAMPLES: scheduling and inspecting troop training; preparing training aids; coordinating troop education with the TI&E officer; visiting loudspeaker teams to orient new section leaders and instruct team members in maintenance procedures; conducting classes in military training for the Reproduction Company; instructing Reproduction Company personnel in printing procedures; training special psywar interrogation teams; lecturing on history and culture of area in which currently operating; briefing replacement personnel about psywar

CONTENT: (1) material on psywar training and maneuvers--value, scope, objectives, basic elements, and planning principles and procedures  
(2) material on orienting non-psywar troops--purposes and general methods

F. Handling Supplies and Equipment

DEFINITION: performing, expediting, supervising, or reporting on the requisitioning, procurement, maintenance, or replacement of various types of equipment and supplies

**EXAMPLES:** preparing forecasts of requirements for non-TO&E material; obtaining needed materials that are in short supply; exerting pressure to get requested materials unobtainable through normal military channels; finding necessary storage facilities; replacing inoperative equipment; checking on maintenance procedures followed and new equipment needed by subordinate units; keeping records of non-standard D/A equipment sent to the Theater for field testing

**CONTENT:**

- (1) material on the nature of supplies--types; value and uses of
- (2) material on logistics planning and procurement--basic principles and procedures to follow; suggested channels and sources to use
- (3) material on maintenance--types and purposes of; responsibility and general procedures for

#### **G. Handling General Supervision**

**DEFINITION:** generally overseeing various kinds of work or personnel (where the activity is described in terms so vague or general that accurate classification elsewhere is impossible)

**EXAMPLES:** functioning as CO in absence of CO; monitoring or generally supervising the work of the branches; supervising activities of L&L Company personnel assigned to Air Section; visiting and inspecting lower-echelon psywar units; generally supervising work of DAC's in the Division; supervising foreign advisors if and when assigned to Plans Branch

**CONTENT:** none

## VII. BACKGROUND MATERIAL

### A. Historical Reviews, Outlines and Illustrations

The chronological development, historical application, or previous scope of various propaganda, psychological warfare, military government, or guerrilla warfare activities, operations, processes, or techniques, by US or other governments

### B. Basic Concepts in Propaganda, Psychological Warfare, and the Social Sciences

#### 1. Nature of propaganda

Meaning, functions, objectives, and classifications of propaganda and psywar

#### 2. Utilization of propaganda

Basic principles governing the planning, forms, and use of propaganda and psywar in various kinds of situations and for various purposes

#### 3. Media for propaganda

Basic characteristics, capabilities, and uses of the major communication media for propaganda purposes

#### 4. Language and symbols

Nature, origins, function, utilization

#### 5. Rumor

Nature, development, functioning

#### 6. Social groups

Types, influence, formation, cohesion and disintegration of

### C. The Soviet Union

#### 1. Development and structure

Geography, history, economy, ethnology and demography, social classes, armed forces

2. Foreign relations

Seizure of power in the satellites; Soviet-satellite relations, sources of dissatisfaction within the satellites

3. Domestic relations

Soviet nationality policy, cohesion within the Soviet Union

D. Foreign Propaganda

1. Communist external (foreign) propaganda activities

Scope, objectives, approaches, techniques, and dissemination methods, channels, and media

2. Communist and German propaganda against Allied troops

Scope, types, objectives, etc.

E. Technical Information

Technical aspects of the physical processes and underlying operational principles involved in radio transmission, loudspeaker broadcasting, and tape recording

VIII. ORGANIZATION

A. Organization for Propaganda and Psychological Warfare

1. Government-level

General organization and psywar functions of Psychological Strategy Board, Psychological Operations Coordinating Committee, Department of Defense, and Joint Chiefs of Staff

## 2. Army

- (1) Functional organization: responsibility, and/or requirements, at various echelons (for planning activities, for intelligence activities, for leaflet operations, for defense against enemy psywar, for communications services and facilities)
- (2) Psywar operational units: RB&L Group, Mobile Radio Broadcasting Company, Consolidation Company, L&L Company (organization, composition, missions and capabilities, functions, duties and responsibilities, equipment)
- (3) Psywar staffs: Theater, Army, Corps (organization, composition, mission, functions, duties and responsibilities, internal and external relationships)
- (4) Non-psywar staffs: general organization and psywar functions at D/A level, OC/Psywar, and Army Field Forces

## 3. Navy

Navy organization and responsibility for psywar activities; the Navy's role in psywar operations

## 4. Air Force

Organization, mission, capabilities, and functions of Air Force psywar staffs and units; purposes and methods of Air Force psywar

## 5. State Department

Development, organization, operations functions, and effectiveness of the various State Department propaganda and information services and divisions

## 3. Organization for Intelligence

### 1. National

Development, general organization, functions, and activities of various national intelligence agencies

2. Army

Organization, missions, functions, operations, and activities of various Army intelligence agencies and units

3. Navy

Organization and scope of Navy intelligence activities

4. Air Force

Organization and scope of Air Force intelligence activities

C. Organization for Military Government

Organization, composition, mission, functions, and operations of Army staffs and units responsible for military government activities

D. Organization for Censorship

Objectives, scope, and principles of Army information control and civil censorship activities

E. Organization for Defense against Enemy Psywar

Organization, facilities, objectives, and activities of Army staffs responsible for defense against enemy psywar

F. Organization for Guerrilla Warfare

Organization, mission, legal status, operations, and activities of guerrilla and guerrilla-type (infiltration) forces

# Appendix H

## PERCENTAGE DISTRIBUTIONS OF JOB BEHAVIORS AND CURRICULUM MATERIAL

Category	Job Behaviors			Curriculum Material		
	Per-centage of Behaviors in Section	Per-centage of Behaviors in Category	Per-centage of Total Behaviors	Per-centage of Material in Section	Per-centage of Material in Category	Per-centage of Total Job-Related Material

### I Intelligence and Reporting

A Planning for procurement of information	*	11	3	100	17	5
B Procuring information						
0 General	3	1	**	3	2	1
1 Consulting other agencies	31	11	2	18	11	4
2 Conducting research	19	6	2	64	38	12
3 Interrogating prisoners	13	4	1	10	6	2
4 Reading	34	12	3	4	3	1
5 Monitoring	0	0	0	1	1	**
Section total	100	34	8	100	61	20
C Receiving information						
1 Attending meetings	33	4	1	0	0	0
2 Receiving documents	67	8	2	0	0	0
Section total	100	12	3	0	0	0
D Organizing information						
0 General	0	0	0	11	1	**
1 Keeping records	50	4	1	41	2	1
2 Developing files	50	4	1	48	3	1
Section total	100	8	2	100	6	2

\* All sections which are not subcategorized are understood to represent 100 per cent of section behavior.

\*\* Less than .5 per cent.

Appendix H (Continued)

PERCENTAGE DISTRIBUTIONS OF  
JOB BEHAVIORS AND CURRICULUM MATERIAL

Category	Job Behaviors			Curriculum Material		
	Per-centage of Behaviors in Section	Per-centage of Behaviors in Category	Per-centage of Total Behaviors	Per-centage of Material in Section	Per-centage of Material in Category	Per-centage of Total Job-Related Material

CATEGORY I (Continued)

E Evaluating information	*	11	2	100	5	2
F Reporting information						
0 General	4	1	**	0	0	0
1 Activities and operations summary	57	14	4	0	0	0
2 Guidance and research reports	22	5	1	100	11	4
3 Briefings	17	4	1	0	0	0
Section total	100	24	6	100	11	4
Category total		100	24		100	33

II Plan Development

A Over-all plans						
0 General	21	11	3	43	23	9
1 Effecting necessary coordination	19	10	3	7	4	2
2 Expediting planning activities	16	9	3	2	1	**
3 Preparing propaganda campaign	22	12	4	48	27	10
4 Arranging for implementation	8	4	1	**	**	**
5 Handling operational problems	14	8	2	0	0	0
Section total	100	54	16	100	55	21

\* All sections which are not subcategorized are understood to represent 100 per cent of section behavior.

\*\* Less than .5 per cent.



Appendix H (Continued)

PERCENTAGE DISTRIBUTIONS OF  
JOB BEHAVIORS AND CURRICULUM MATERIAL

Category	Job Behaviors			Curriculum Material		
	Per- centage of Behaviors in Section	Per- centage of Behaviors in Category	Per- centage of Total Behaviors	Per- centage of Material in Section	Per- centage of Material in Category	Per- centage of Total Job- Related Material

CATEGORY II (Continued)

B Leaflet operations						
0 General	17	4	1	10	2	1
1 Preparation	49	12	3	48	8	3
2 Reproduction	10	3	1	6	1	**
3 Dissemination	24	6	2	36	6	3
Section total	100	25	7	100	17	7
C Loudspeaker operations	*	5	2	100	11	4
D Radio operations						
0 General	21	3	1	66	11	5
1 Program preparation	47	8	2	19	3	1
2 Program production	32	5	2	15	3	1
Section total	100	16	5	100	17	7
Category Total		100	30		100	39

III Propaganda Preparation

A Assigning and checking preparation work	*	18	2	0	0	0
B Supervising and coordinating preparation of material	*	27	4	0	0	0

\* All sections which are not subcategorized are understood to represent 100 per cent of section behavior.

\*\* Less than .5 per cent.

Appendix H (Continued)

PERCENTAGE DISTRIBUTIONS OF  
JOB BEHAVIORS AND CURRICULUM MATERIAL

Category	Job Behaviors			Curriculum Material		
	Per-centage of Behaviors in Section	Per-centage of Behaviors in Category	Per-centage of Total Behaviors	Per-centage of Material in Section	Per-centage of Material in Category	Per-centage of Total Job-Related Material

CATEGORY III (Continued)

C Preparing material	*	18	2	100	100	12
D Reviewing material produced	*	21	3	0	0	0
E Getting approval	*	16	2	0	0	0
Category Total		100	13		100	12

IV Reproduction

A Effecting necessary coordination	*	31	2	0	0	0
B Planning and supervising reproduction of written material	*	52	3	100	84	1
C Planning and supervising reproduction of spoken material	*	17	1	100	16	**
Category Total		100	6		100	1

V Dissemination

A Air leaflet dissemination	*	40	2	100	10	1
B Surface leaflet dissemination	*	16	1	100	26	3
C Leaflet dissemination by patrols	*	4	**	0	0	0

\* All sections which are not subcategorized are understood to represent 100 per cent of section behavior.

\*\* Less than .5 per cent.

Appendix H (Continued)

PERCENTAGE DISTRIBUTIONS OF  
JOB BEHAVIORS AND CURRICULUM MATERIAL

Category	Job Behaviors			Curriculum Material		
	Per-centage of Behaviors in Section	Per-centage of Behaviors in Category	Per-centage of Total Behaviors	Per-centage of Material in Section	Per-centage of Material in Category	Per-centage of Total Job-Related Material

CATEGORY V (Continued)

D Loudspeaker dissemination	*	16	1	100	20	2
E Radio dissemination	*	24	2	100	44	4
Category Total		100	6		100	10

VI Administration

A Administrative details	*	28	6	0	0	0
B Personnel actions	*	10	2	100	17	1
C Housekeeping activities	*	11	2	0	0	0
D Organizational problems	*	4	1	0	0	0
E Training and orientation activities	*	18	4	100	33	2
F Supplies and equipment	*	14	3	100	50	2
G General supervision	*	15	3	0	0	0
Category Total		100	21		100	5

\* All sections which are not subcategorized are understood to represent 100 per cent of section behavior.

\*\* Less than .5 per cent.